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ABSTRACT

The problems that develop from delegation, as well as those which develop because of the lack of it, have received increasing attention in recent years. The manual presents a program based on the art of delegating authority and responsibility from a management perspective. The course is designed to help managers realize the value of delegation by understanding what and how to delegate and by identifying ways to overcome the forces working against delegation. The program can be conducted in 7 to 20 hours, depending on the background of the individuals in the program. The course was developed for the adult training level, but it can also be used for high school distributive education students and in postsecondary management training. The manual includes transparencies and a listing of films which are annotated. (VA)

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THE ART OF DELEGATING

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INTRODUCTION

Survival in today's marketing depends on the successful utilization of employee ability.

The managers cannot "do it all" themselves.

If you are a successful manager, you must get your work done through others.

A manager must define objectives, ensure that they are understood and fix responsibility for their achievement -- in short -- he must delegate.

Effective delegation of responsiblity and authority to others will help to achieve the goals of your organization. Top management measures a manager by his delegation.

There is a sizeable gap between knowing that delegation is necessary and achieving it successfully.

The purpose of the manual is to close the gap:

1. Help managers realize the value of delegation
2. Understand what and how to delegate
3. Know how to overcome the forces working against delegation
4. Learn how to develop and evaluate their own delegating abilities

DELEGATION - giving others the authority to act in one's behalf, accompanying it with responsiblity and accountability for results.

This manual was prepared for the adult level of training. It can also be used by teacher/coordinators as an introduction to management concepts for high school distributive education students and in post-secondary management training.

I would like to thank my secretary, Valerie Lemon, for a job well done in the original preparation of this manual and also Cathy Ashmore for her assistance in editing the final manuscript.

Robert Canei

TIPS ON PROGRAM MANAGEMENT

Adult programs conducted in management areas are often the hardest to promote and set up because the business personnel are often so very busy. They will only give up their time for something that they feel will contribute to their success on the job. Many management programs in vocational education give much theory and old techniques. This is why the person who is responsible for the program must prepare himself if the program is to be successful.

This program can be conducted in 7-20 hours, depending on the background of the individuals in the program and also on how much material the instructor feels he should give the group. The average session length should be 2 1/2 hours with a break of ten minutes. During the break, the coordinator of the program should have coffee, soft drinks, etc., to add an informal atmosphere to the group.

THE INSTRUCTOR'S RESPONSIBILITIES

1. Familiarize himself with the course objectives and content
2. Prepare a teaching plan to fit his own teaching style
3. Adapt materials and teaching suggestions to best meet his teaching plan
4. Seek conseling help as he feels the need for it, particularly from others who have taught the program.

Films — A good search of management films dealing with delegation can assist the instructor in making the program more successful. This section of the manual has a few that have been used by the writer and have helped him convey important points. There are more — just look around!

Supplementary Materials -- All handouts or transparencies should be prepared in advance before class. Reproduction should be the best quality in order to make the aids more attractive. If transparencies are used, they should be reproduced clearly enough that there is no blurr in reading the copy from the farthest point in the room.

Other suggestions for a successful management program are:

Number of Participants -- The maximum number of participants per class should be twenty-five, but it is preferable to work with a smaller group. The minimum will have to be in accordance with the rules and regulations of the institution.

Participants -- These should be individuals that are in a supervisory position, or those who have potential for supervisory promotion with the proper training.

Instructor -- Recruitment of the instructor who will teach this program should include looking for someone who has a thorough understanding of the management process, and also should have experience in working as a successful supervisor. Get someone who is also a good showman.

Suggested Methods of Teaching -- A variety of methods should be used to make the delegation program interesting and stimulating to the participants. If your instructor has not taught before, put him through an Adult Instructor Training course (A.I.T.).

Class Arrangement -- The room should be in a U-shape design to give the participants a feeling of being comfortable. Participants should be able to see the flip chart and chalkboard when the instructor uses it. Also, the instructor should check ahead of each session to see what appropriate equipment he would need to assist him in his instruction.

Promotion of this program should be conducted by a person who has contacted the company or an individual that has run successful employee programs and feels that he has something to give to management.

Tent Cards should be used in this program. Get to know the participants' names right away. Following is a sample that could be made for the group.

WELCOME

TO A MANAGEMENT DEVELOPMENT PROGRAM

Do you know the most important word in the human language? Psychologists tell us that to the individual nothing is so sweet as the sound of his name. It's the first word we learn to recognize in human communication. Since infancy it was usually used in a pleasant context -- so today it always makes us feel good to hear our names.

Let's communicate freely and with a good feeling throughout this program. Break down barriers to communication by getting to know your neighbor and the instructors who are working with you. Get to know as many of the people attending the program as you can. Learn their names and let them learn yours.

The Adult Department has provided you with a tool to help you to recognize the names of the persons attending this program.

TENT CARD

You'll notice this sheet can be neatly folded in half into a handy tent card. Here's how you use it:

1. Legibly print your first and last name and organization on both sides of the fold with the special pen provided. Be sure that your first name appears in larger type than the last. We operate on a first name basis here.

2. Place the card in front of you during all sessions.

NOW . . .

HAVE A GOOD, INFORMATIVE PROGRAM

SESSION 1

WHAT IS DELEGATION

Topical Outline	Suggestions for Instructors
	Arrive early for first session. Check room for seating arrangements, ash trays, tent cards, etc. Place any visuals you plan to use in a convenient spot and be sure that your notes and materials for the first session are in order. Greet each person as they enter, make them feel at ease. Start and stop on time for all sessions. Lead the group — don't be the group. Let them talk, get them involved with the program. Experience is important. If the group has it, use the example as a role playing situation. Do this for all sessions.
I. Introduction to Course A. Participants B. Objectives C. Schedule	Have each person introduce themselves and a brief background of their work . . . . a good time for the instructor to pick up hints from the group. Ask participants to explain why they enrolled and what they expect to gain from this course. Pass out schedule of when the class meets. Explain the program to the participants. Explain that it is being conducted to help them to improve their skills. Many things that will be presented to them are things they have heard before but it will refresh their mind and provoke them to action. Tell them things that are brought up will be kept in this room, unless pre-arrangements have been made with the company. Be honest with them. Using the slip technique ask each person to briefly describe a management problem they are dealing with right now. Collect these for use in the session.
II. What is Delegation? A. Questions 1. What does "delegation" really mean? 2. Why is it considered so important to the organization? 3. Can responsibility be delegated? 4. What about authority? 5. Why are more people not delegating?	Handout #I-1, "Questions About Delegation" Review and note questions that will be answered by this program.

Topical Outline	Suggestions for Instructors
6. How can a supervisor delegate when his own superiors are always holding him personally accountable?	
7. Are there matters which the manager should NOT delegate?	
8. Why won't some employees accept delegation when it is given to them?	
9 . How can a person who doesn't have great faith in his subordinates' ability and judgment delegate to them?	
10. How can a person who has minimal self-confidence delegate?	
B. Definition	Question — What is delegation?
Delegation is the process of establishing and maintaining effective working arrangements between a manager and the people who report to him. This can be done by group or individual conferences. (Earl Brooks)	
C. Reasons for Delegation	
The problems that develop from delegation, as well as those which develop because of the lack of it, have received increasing attention in recent years.	
1. Growth of companies — One reason for this is that delegation is considered necessary for the growth which has characterized many organizations.	
2. Decentralization — Along with the emphasis on delegation as a concomitant of growth has been its effective extension as a necessity in the decentralization which many large organizations have attempted to accomplish.	

Topical Outline	Suggestions for Instructors
3. The expansion of management development programs, particularly at the upper levels, has turned the managers attention to delegation.	
4. A second trend of the last few years which has turned people toward delegation is the growth of long-range planning.	
5. Top management's work load — another reason that delegation has received attention in recent years stems from the growing recognition that some executives are working long hours and building up tensions that may be detrimental in the future.	
D. Responsibility and Authority	
When a manager delegates, he gives employees tasks and duties to perform. He holds them liable for designated performance.	
Most important, he vests the employee with the right to carry out the assigned duty just as if the manager were doing it.	
	Question — Why do you think delegation is of such importance? Answer — It permits managers to extend themselves, thus increasing productivity or service.
To achieve success, the manager always retains responsibility for the job to be done; but he also shares this responsibility with his subordinate.	

Topical Outline	Suggestions for Instructors
Responsibility means delegating the proper amount of authority and responsibility for the job you and your employees are given to do. Therefore, both you and your subordinates are responsible.	
OR	
The person to whom you delegate is held accountable for effective execution of the task. He is responsible, likewise, you are responsible for the success or failure of the job undertaken.	
Delegation is a measure of a manager, because only insofar as he delegates can he extend himself and get work done through others.	
	Discuss these aspects of responsibility and authority as it applies to each participant.
E. Why we delegate:	Question — Why do supervisors delegate?
1. A manager usually accomplishes work through others; he delegates to extend himself.	List reasons volunteered by group on the chalkboard and fill in by summarizing the seven points.
2. Teamwork or mutual effort is not possible unless responsibilities are shared.	
3. A manager delegates so that more than one person can contribute to a common goal.	
4. Delegation of a manager's responsibilities to more than one employee requires that managers and employees coordinate their activities.	
5. Morale is better through delegation.	
6. Cost savings accrue for the company.	
7. People become more flexible.	

Topical Outline	Suggestions for Instructors
"One of the qualities I would certainly look for in an executive is whether he knows how to delegate properly. The inability to do this is in my opinion (and in that of others I have talked with on the subject), is one of the chief reasons executives fail. Another is their inability to make decisions effectively. These two personality lacks have contributed more to executive failure than any amount of know-how lacks." (J.C. Penney)	Read
III. Measuring a Manager	
A. Profile of an Executive in Trouble	Handout #I-2, "Profile of an Executive in Trouble" Go over with participants. Ask questions. Are we like these men? No response is necessary.
B. Questions to Evaluate Yourself	
"Working With Subordinates" 1. Do you and your subordinates agree on what results are expected of them? 2. Do you and your subordinates agree on measures of performance? 3. Does each of your subordinates feel that he has sufficient authority over his personnel? 4. Does he feel that he has sufficient authority concerning finances, facilities and other resources? 5. Within the past six months what additional authority have you delegated? 6. What more does each of your subordinates think should be delegated to him? 7. Is accountability fixed for each of your delegated responsibilities? Is your follow-up adequate?	Handout #I-3, "Working With Subordinates" Ask yourself these questions to measure your ability to delegate. Ask each question separately and have each participant answer briefly for their own information. This handout should be kept by each participant for future reference.

Topical Outline	Suggestions for Instructors
8. Are you accessible when your subordinates need to see you?	
9. Do your subordinates fail to seek or accept additional responsibility?	
10. Do you bypass your subordinates by making decisions which are part of their job?	
11. What interferes with the effective use of your management time?	
12. Do you do things your subordinates should do? Why?	
13. How could you best improve your delegation?	
14. If you were incapacitated for six months, who would take your place?	
15. Do you ask each of your subordinates individually, "What could I do, refrain from doing, or do differently which would help you do a better job?"	
C. Why We Don't Delegate	Lecture
One of modern management's most important functions -- effective delegating of work -- is a subject for plenty of preadhing but not enough practice.	
1. Results of Survey	
A study of 115 managers in a variety of business organizations turned up reasons why there isn't more delegating and what you can do about it.	
Nearly everyone accepts delegation in principle. Management literature, management seminars, and lectures stress the necessity for it. But surveys and performance reports consistently put lack of effective delegation high on the list of executive faults.	

Topical Outline	Suggestions for Instructors
More than one third of the executives interviewed in this special study believed their bosses to be poor delegators. More than one fourth admitted that they themselves should do more delegating. In examining this management puzzler with working executives some of the questions asked were: What problems do you have in delegation? Why do some bosses hesitate to delegate? Why do some subordinates avoid added responsibility? How could you be more effective in delegating? What exactly is delegation? (National Business, October, 1962)	
	Question -- What are some good reasons for not delegating?
2. Executives say: The reasons executives most frequently give for not delegating are: a. Subordinates lack experience. b. It takes more time to explain and train than to do the job myself. c. Experimentation and mistakes can be too costly. d. My position enables me to get quicker action. e. There are some actions for which I'm responsible that I can't delegate to anyone. f. Most of my subordinates are specialists without the overall knowledge many decisions require. g. My people are already too busy.	

h. Many of my people just aren't willing to accept responsibility.
i. We lack adequate controls and performance measurements.
j. I like keeping busy and making my own decisions.

D. Solutions for Non-Delegation

Logical solutions can lead to an effective delegation of authority, more efficient distribution of work, and higher productivity for your organization.

1. Inexperience -- The most common excuse for not delegating is that the subordinates have less experience than the chief. They are too new or too young.

   But as one utility executive put it, "Swimming can't be learned without getting into the water."

   Most managers readily agree that a way to overcome this barrier is to provide opportunities for responsible work assignments with proper training and guidance. Although the subordinate might not handle an assignment in exactly the same way his superior would, he might do it even better.
2. Wasting time -- Impatient executives defend their do-it-yourself practices by observing that explaining delegation takes more time than it's worth.

   For the short run this may be true. But when the job has to be repeated frequently, the boss may be wasting time.

Topical Outline	Suggestions for Instructors
The only way a subordinate can develop ability to take on bigger assignments is through systematic training and coaching.	
3. Mistakes — Many executives feel they can't risk a mistake. But bosses sometimes make mistakes, too. Mistakes are hard-to-forget lessons for subordinates. Adequate controls can void most disastrous mistakes. We spend considerable time checking before we approve a project. We spend time in review and investigations after the action, particularly if results are unsatisfactory. But seldom is enough time spent checking as delegated responsibilities are being performed.	
4. Quicker results — Managers were reluctant to delegate because they felt that their rank got them quicker action than a subordinate could get. However, the farther an executive is removed from a situation, the more difficult the decision generally is. Often more timely, more accurate, and objective decisions can be made at lower levels. Besides, the chief can handle only so many projects at one time. If you have to devote extra time to get rapid action, you may be neglecting your other functions.	
5. Responsibility -- "I am solely responsible. How can I delegate?" Ask the more cautious managers. Although the chief is responsible ultimately for the actions and decisions of all his subordinates, a limited num-	

Topical Outline	Suggestions for Instructors

mer of decision must be made by designated subordinates. The chief can meet his responsibility through understood assignments and authority, controls, measures of performance, and systems of accountability rather than personally doing a multitude of tasks.

6. Overall understanding -- "My subordinates are specialists. They lack interest in overall management problems and do not have ready access to information needed for certain decisions," is a reason frequently given by managers in charge of technically or scientifically trained subordinates. The general rule for eating an elephant — cut it up in pieces — may apply here with delegation of specified areas for action and possible use of task forces which could combine a group of several special skills.
7. Lack of time — "My people are already too busy," is a common observation. Probably they are, but what are they doing which could be eliminated, modified, or delegated so that they could be of even more help to you?

   An overly occupied manager who was signing sheets of papers which had already been signed by three other subordinates was asked, "Do you know what you are signing?"

   "Yes, generally," he replied. "Several good men have checked them."

Topical Outline | **Suggestions for Instructors**

When too many persons are assigned responsibilities for the same action, the result is plenty of bustle with no feeling of individual responsibility for decision.

8. People who don't want responsibility -- "What can we do to get our subordinates to accept responsibility?" Not all people want additional responsibility and a suprisingly large number are not fully using their present authority. Some say that it just is not worth "sticking my neck out" and taking the risk of being wrong. "Do what you are told, give the boss what he wants, play it safe, and you will be around longer," is their philosophy.

   "Let the boss decide," is often standard operating practice, particularly if difficult problems are involved or if well considered decisions have been repeatedly reversed. This practice is encouraged by the chief who suggests, "check with me," "let's discuss it further," "better clear it with me," "see me if you run into any problems." When asked for advice, the ineffective delegator often makes the decision and becomes burdened with less important but more numerous problems for advisory help, which are, in reality, passing the buck for decisions.
9. Lack of controls — Many managers expressed reluctance to delegate because they lack adequate controls.

Topical Outline	Suggestions for Instructors
"It is difficult to control anything you can't measure," commented a production manager. Successful delegators have developed in-progress indicators of performance, statements of conditions which exist when a job is done well, and effective reporting systems. "In delegation you get what you inspect rather than what you merely expect."	
10. Priorities — "I am really swamped today. It has been one emergency after another!" exclaimed the manager of a large department store. "Did you notice all those people waiting outside my office to see me" The telephone has been ringing constantly. But hard work never hurt anyone and frankly I thrive on being busy."	Use this situation to illustrate misplaced priorities to the group.
He liked power and found satisfaction in exercising authority, meeting emergencies, and fighting management fires. One of the duties for which he was using his valuable time was deciding whether the radiators of the delivery trucks should be protected with permanent anti-freeze or with alcohol.	
Overburdened executives are reluctant to give up authority, especially if it is in an area for which they feel competent and like the work. Yet, while they are so busy on certain problems, other more important matters which vitally affect the business may be neglected.	

Topical Outline	Suggestions for Instructors
E. Getting Your People to Help	
1. Talk to Your Employees.	Handout #I-3, "Talk to Your Employees" Ask participants to read and discuss whether their subordinates react this way.
2. Give them enough incentives. "What is in it for me if I do accept more delegated authority and responsibility?" This is a blunt question and difficult to answer. Most subordinates don't ask this question, but many think it. For those who produce and meet or exceed performance standards there must be rewards and inducements, tangible and intangible, to keep them and others seeking new and additional ways to make the company even more successful.	
3. Give them authority. "They give us the responsibility but not the authority" is a frequent comment. Most effective delegators agree that the assignment of responsibility, transferring authority, and accepting corresponding accountability are inseparable, complementary parts of the process of delegation. When told this, a purchasing manager remarked, "Yes, but if my boss read that he didn't understand its meaning and I don't either. He holds me responsible, but hems me in on the decisions which I need to make."	
Responsibility involves the agreement to perform specified services for others. Responsibility is acceptance	Show Transparency I-1, "Responsibility"

Topical Outline	Suggestions for Instructors
of certain obligations with understanding that the subordinate will be answerable for results.	
Authority is the permission granted to a person to take actions for or by the organization, usually within certain limits. Authority is also the right to use and commit resources of the organization and to make decisions required to meet responsibilities which the subordinate and manager have agreed upon.	Show Transparency #I-2, "Authority"
Accountability is the measure of accomplishments against planned objectives and goals. Accountability is the basis for credit or blame concerning results from the use of resources and authority in meeting responsibilities.	Show Transparency #I-3, "Accountability"
F. Planning for Better Delegation	Handout #I-4, "A Delegation Check List" Ask each participant to use this check list to evaluate and improve their own delegating abilities.
G. When NOT to Delegate One of your responsibilities as a manager is to determine those things which only you should do which are therefore not usually delegated. 1. Handle your own "hot potatoes". 2. Emergency situations requiring your skill and knowledge. 3. Matters of exception to general policy and routine procedure. 4. Conduct appraisals of your workers.	

Topical Outline	Suggestions for Instructors
5. Rewarding or reprimanding subordinates (oral or written).	
6. Some jobs require your status and position for success.	
	Ask the group what else.
H. When to Delegate	
You also determine those things you need not do yourself and therefore usually delegate:	
1. Routine and inconsequential detail.	
2. Tasks and duties others can handle as well or better than yourself.	
3. Activities that will lead to the development of subordinates and test their abilities.	
4. Decentralization.	
I. Points to Consider in Delegating	
1. Keys to Better Delegation for Managers	Transparency #I-4, "Keys to Better Delegation"
2. Bottlenecks to Delegation	Transparency #I-5, "Bottlenecks to Delegation"
3. Cost of delegation must be compared with the results that would be achieved:	
a. Standardization is having your employees waiting on you to make all the decisions for them. Look at the cost of the time lost in performance, production, etc., when one person must make all decisions.	
b. Individualization is assigning decision-making to specific subordinates who are qualified to perform successfully. Look at the cost of extra training, possible mis-	

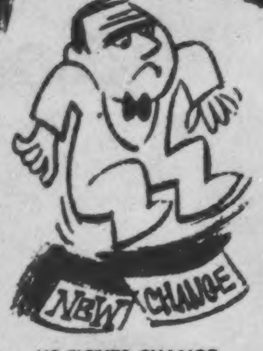
Topical Outline	Suggestions for Instructors
takes, etc., when decision-making is decentralized.	
	What would be the best way for your company?
J. Goals of Delegation 1. Manager decides what must be accomplished. 2. Manager relates subgoals to overall department goals. 3. Manager explains what must be accomplished to subordinate. 4. Subordinate understands the task in itself. 5. Subordinate sees the part the task takes in overall department operation. 6. Subordinate sees how the task relates to his personal goals. 7. Ask questions to make the subordinate think. 8. Give subordinate a complete job to do. Self Motivation of an Individual is Important.	Handout #I-5, "Goals of Delegation"
K. Management by Objectives (MBO) Companies everywhere have supported the concept of MBO without proper consideration of the necessary cooperation between supervisors and employees to make it succeed. MBO means establishing specific tasks which must be accomplished by each person in every step of the organization. The supervisor and the employee work together to establish these objectives. They periodically review and revise objectives together.	Passout Handout #I-6, "How to Kill Management by Objectives" and discuss how lack of delegation can ruin the best MBO.
L. Are You Delegating Right?	Handout #I-7, "Are You Delegating Right?" Ask participants to review each question

Topical Outline	Suggestions for Instructors
	before the next session to find areas for improvement.
M. Make Delegation Easier	Handout #I-8, Make Delegation Easier -- Follow These Rules" and discuss it with the group.
	Ask: How many of you would ask your subordinate to evaluate you on these rules?
N. Wrap-Up	Review. Ask questions.
	Tell them when the next meeting is.
	Thank the group and give them Handout #I-9, "It Shows on Your Face".
LET'S START PRACTICING DELEGATION!	Say.

QUESTIONS ABOUT DELEGATION

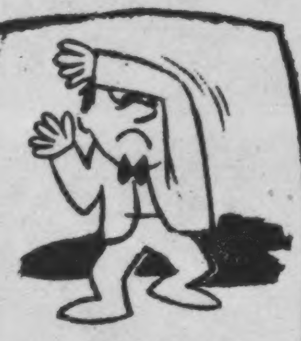
1. WHAT DOES "DELEGATION" REALLY MEAN?
2. WHY IS IT CONSIDERED SO IMPORTANT TO THE ORGANIZATION?
3. CAN RESPONSIBILITY BE DELEGATED?
4. WHAT ABOUT AUTHORITY?
5. WHY ARE MORE PEOPLE NOT DELEGATING?
6. HOW CAN A SUPERVISOR DELEGATE WHEN HIS OWN SUPERIORS ARE ALWAYS HOLDING HIM PERSONALLY ACCOUNTABLE?
7. ARE THERE MATTERS WHICH THE MANAGER SHOULD NOT DELEGATE?
8. WHY WON'T SOME EMPLOYEES ACCEPT DELEGATION WHEN IT IS GIVEN TO THEM?
9. HOW CAN A PERSON WHO DOESN'T HAVE GREAT FAITH IN HIS SUBORDINATES' ABILITY AND JUDGMENT DELEGATE TO THEM?
10. HOW CAN A PERSON WHO HAS MINIMAL SELF-CONFIDENCE DELEGATE?

Profile of an executive "in trouble"



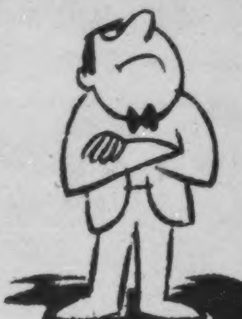
HE FIGHTS CHANGE

He struggles to maintain the status quo, to defend what is, to oppose the new. He strives to repeat the past.



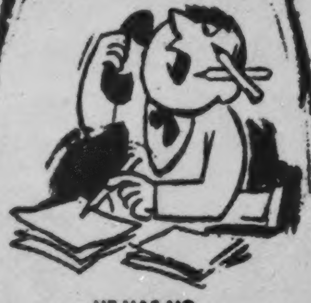
HE BECOMES DEFENSIVE

He guards against attack of any kind. He wants not to be questioned or challenged. He never moves forward or sticks his neck out.



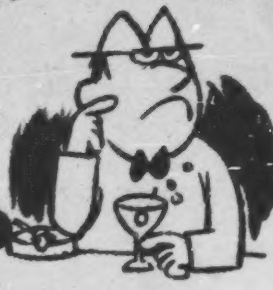
HE IS "FIXED," INFLEXIBLE

He takes a position . . . refuses to move from it. He will not bend. He is incapable of compromise.



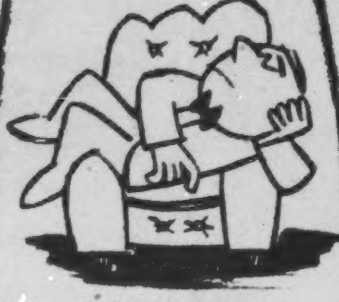
HE HAS NO TEAM SPIRIT

He wants to "do it all by himself." He wants no suggestions, no criticism, no help of any kind. Even a helper is a threat to him.



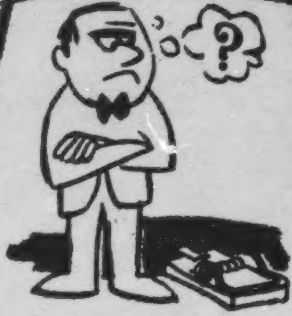
HE HAS PERSONAL PROBLEMS

He drinks to excess, he has a "family problem," has developed a neurosis, has come up with a secret problem about which he will say nothing.



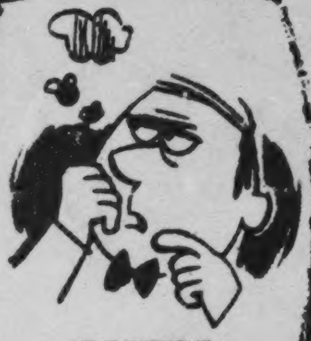
HE IS FAT AND LAZY

He has "arrived." He is secure . . . confident of his corporation and its complete willingness to "carry him" for the rest of time.



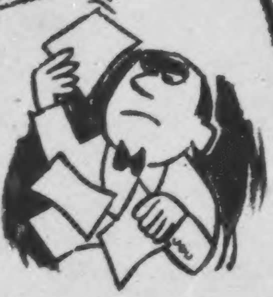
HE WON'T TAKE A RISK

To enter into competition of any kind, to suggest a new product, a new system . . . these actions present hazards too great to bear.



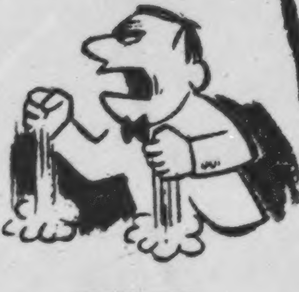
HE IS WITHOUT IMAGINATION

He cannot or will not think creatively. He refuses to reach out and stretch his mind to the broad horizons.



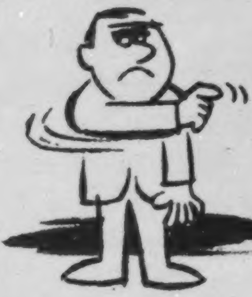
HE IS DISORGANIZED

He jumps irrationally from job to job and is fragmented, wasted. He begins a job at the middle, works on two jobs at the same time. Does unimportant work first.



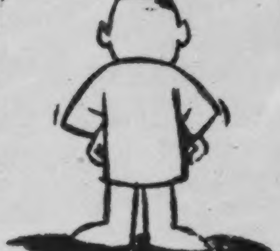
HE FLIES INTO RAGES

Fails to exercise emotional control. He rants and raves and insults his subordinates. He intimidates his superiors. He is himself upset and unproductive.



HE PASSES THE BUCK

Whether it's a minor mistake or a colossal catastrophe, he either can't or won't accept responsibility or even casual involvement in



HE HAS POOR UNDERSTANDING OF PEOPLE

He lacks the ability to listen and to hear the people with whom he works. He can't be sympathetic . . . or kind . . . and, therefore, is rarely helpful.

WORKING WITH SUBORDINATES

1. DO YOU AND YOUR SUBORDINATES AGREE ON WHAT RESULTS ARE EXPECTED OF THEM?

2. DO YOU AND YOUR SUBORDINATES AGREE ON MEASURES OF PERFORMANCE?

3. DOES EACH OF YOUR SUBORDINATES FEEL THAT HE HAS SUFFICIENT AUTHORITY OVER HIS PERSONNEL?

4. DOES HE FEEL THAT HE HAS SUFFICIENT AUTHORITY CONCERNING FINANCES, FACILITIES AND OTHER RESOURCES?

5. WITHIN THE PAST SIX MONTHS WHAT ADDITIONAL AUTHORITY HAVE YOU DELEGATED?

6. WHAT MORE DOES EACH OF YOUR SUBORDINATES THINK SHOULD BE DELEGATED TO HIM?

7. IS ACCOUNTABILITY FIXED FOR EACH OF YOUR DELEGATED RESPONSIBILITIES? IS YOUR FOLLOW-UP ADEQUATE?

8. ARE YOU ACCESSIBLE WHEN YOUR SUBORDINATES NEED TO SEE YOU?

9. DO YOUR SUBORDINATES FAIL TO SEEK OR ACCEPT ADDITIONAL RESPONSIBILITY?

10. DO YOU BYPASS YOUR SUBORDINATES BY MAKING DECISIONS WHICH ARE PART OF THEIR JOB?

11. WHAT INTERFERES WITH THE EFFECTIVE USE OF YOUR MANAGEMENT TIME?

12. DO YOU DO THINGS YOUR SUBORDINATES SHOULD DO? WHY?

13. HOW COULD YOU BEST IMPROVE YOUR DELEGATION?

14. IF YOU WERE INCAPACITATED FOR SIX MONTHS, WHO WOULD TAKE YOUR PLACE?

15. DO YOU ASK EACH OF YOUR SUBORDINATES INDIVIDUALLY, "WHAT COULD I DO, REFRAIN FROM DOING, OR DO DIFFERENTLY WHICH WOULD HELP YOU DO A BETTER JOB?"

A DELEGATION CHECK LIST

You, as a supervisor, should look at the present situation in your management techniques, evaluate which of the following you have already successfully accomplished, and set target dates for completion of all delegation duties.

	TARGET DATE	DATE COMPLETED
1. UNDERSTANDING THE CONCEPTUAL BASE OF DELEGATION		
2. AN UNDERSTANDING WITH SUPERIORS OF RESPONSIBILITY, AUTHORITY, AND ACCOUNTABILITY		
3. SPECIFYING GOALS AND OBJECTIVES FOR YOUR DEPARTMENT		
4. KNOWLEDGE OF SUBORDINATES' CHARACTERISTICS AND CAPABILITIES		
5. SPECIFYING GOALS AND OBJECTIVES FOR EACH SUBORDINATE		
6. AGREEING ON STANDARDS FOR PERFORMANCE OF EMPLOYEES		
7. PLANNING FOR TESTING/TRAINING OF SUBORDINATES		
8. ASSESSING RESULTS OF SUBORDINATES		
9. DEVELOPING EMPLOYEE INCENTIVES		
10. DECISION ON AREAS OF NO DELEGATION		

GOALS OF DELEGATION

GOALS OF DELEGATION REQUIRE PLANNING ON THE MANAGER'S PART. A QUESTION THAT MUST BE ANSWERED: "WHAT AM I EXPECTED TO ACCOMPLISH?" THIS QUESTION SHOULD BE ANSWERED NOT ONLY IN TERMS OF THE SPECIFIC ACTION, WHICH IS REQUIRED, BUT IN TERMS OF ITS RELATION TO THE ORGANIZATION AS A WHOLE. THE SUBORDINATE IS INTERESTED BOTH IN THE SUBGOAL OF THE TASK DELEGATED TO HIM AND IN ITS RELATION TO THE HIGHER GOALS OF THE ORGANIZATION. THIS IS VALUABLE IN PROVIDING MOTIVATION. IT ASSISTS IN PROVIDING OVERALL GUIDANCE FOR THE CHOICES WHICH THE SUBORDINATE MUST MAKE WITHIN THE DISCRETION WHICH IS ALLOWED TO HIM. (IN THE SENSE IN WHICH DELEGATION IS USED HERE, AN ASSIGNMENT WITHOUT DELEGATION CANNOT BE CALLED "DELEGATION" BECAUSE THE RESPONSIBILITY FOR ITS SUCCESS REMAINS WITH THE ASSIGNOR WHO HAS SPECIFIED IN DETAIL HOW THE WORK IS TO BE DONE.)

IN ADDITION TO THE RELATION OF THE TASK TO ORGANIZATIONAL GOALS, THE SUBORDINATE IS INTERESTED IN THE RELATIONSHIP OF THE TASK TO HIS OWN PERSONAL GOALS.

HANDOUT #I-6

HOW TO KILL MANAGEMENT BY OBJECTIVES

1. "TELL 'EM THEIR OBJECTIVES -- DON'T LET THEM DEVELOP THEIR OWN"
2. "LEAVE OUT SOME EMPLOYEES"
3. "DELEGATE EVERYTHING"
4. "CREATE A PAPER MILL"
5. "IGNORE FEEDBACK"
6. "IMPLEMENT OVERNIGHT"
7. "FAIL TO REWARD"
8. "HAVE OBJECTIVES BUT NO PLANS"
9. "BE IMPATIENT"
10. [illegible]MIT PERIODIC REVIEWS"
11. "OMIT REFRESHER TRAINING"
12. "BE GUTLESS"
13. "REFUSE TO DELEGATE"

ARE YOU DELEGATING RIGHT?

1. ARE DECISIONS IN YOUR DEPARTMENT MADE AT THE LOWEST PRACTICAL LEVEL?

2. DO YOUR SUBORDINATES HAVE POLICIES TO GUIDE THEM IN MAKING DECISIONS?

3. DO YOU TELL YOUR SUBORDINATES TO ACCOMPLISH CERTAIN RESULTS OR SIMPLY TO PERFORM CERTAIN ACTIVITIES?

4. DO YOU MAKE FULL USE OF ALL TALENTS AND SKILLS AMONG YOUR STAFF?

5. ARE YOUR SUBORDINATES PROPERLY MOTIVATED? DO THEY WILLINGLY ACCEPT MORE RESPONSIBILITY?

6. DO YOU EXERCISE ADEQUATE CONTROL OVER YOUR OPERATIONS?

7. DO YOU SPEND MOST OF YOUR TIME ON REALLY IMPORTANT MATTERS?

MAKE DELEGATION EASIER
FOLLOW THESE RULES

1. BE SURE YOU AND YOUR BOSS AGREE ON WHAT YOUR JOB IS.
2. BE SURE YOUR SUBORDINATES UNDERSTAND WHAT YOU EXPECT THEM TO DO.
3. PREPARE WRITTEN POLICIES YOUR SUBORDINATES CAN USE TO GUIDE THEIR DECISIONS.
4. BE HUMBLE ENOUGH TO ADMIT THAT SOMEONE ELSE MAY BE ABLE TO DO THE JOB AS WELL AS YOU CAN.
5. IN ORGANIZING YOUR GROUP, MAKE AS MANY SUBORDINATES AS POSSIBLE DIRECTLY RESPONSIBLE TO YOU.
6. MAKE SUBORDINATES RESPONSIBLE FOR ACCOMPLISHING RESULTS RATHER THAN ACTIVITIES.
7. REWARD THE MEN WHO GET THINGS DONE.
8. DISTINGUISH BETWEEN RUSH JOBS AND THE LESS IMMEDIATE BUT MORE IMPORTANT THINGS YOU HAVE TO DO — TRY TO SPEND TIME ON THE IMPORTANT TASKS.

IT SHOWS ON YOUR FACE

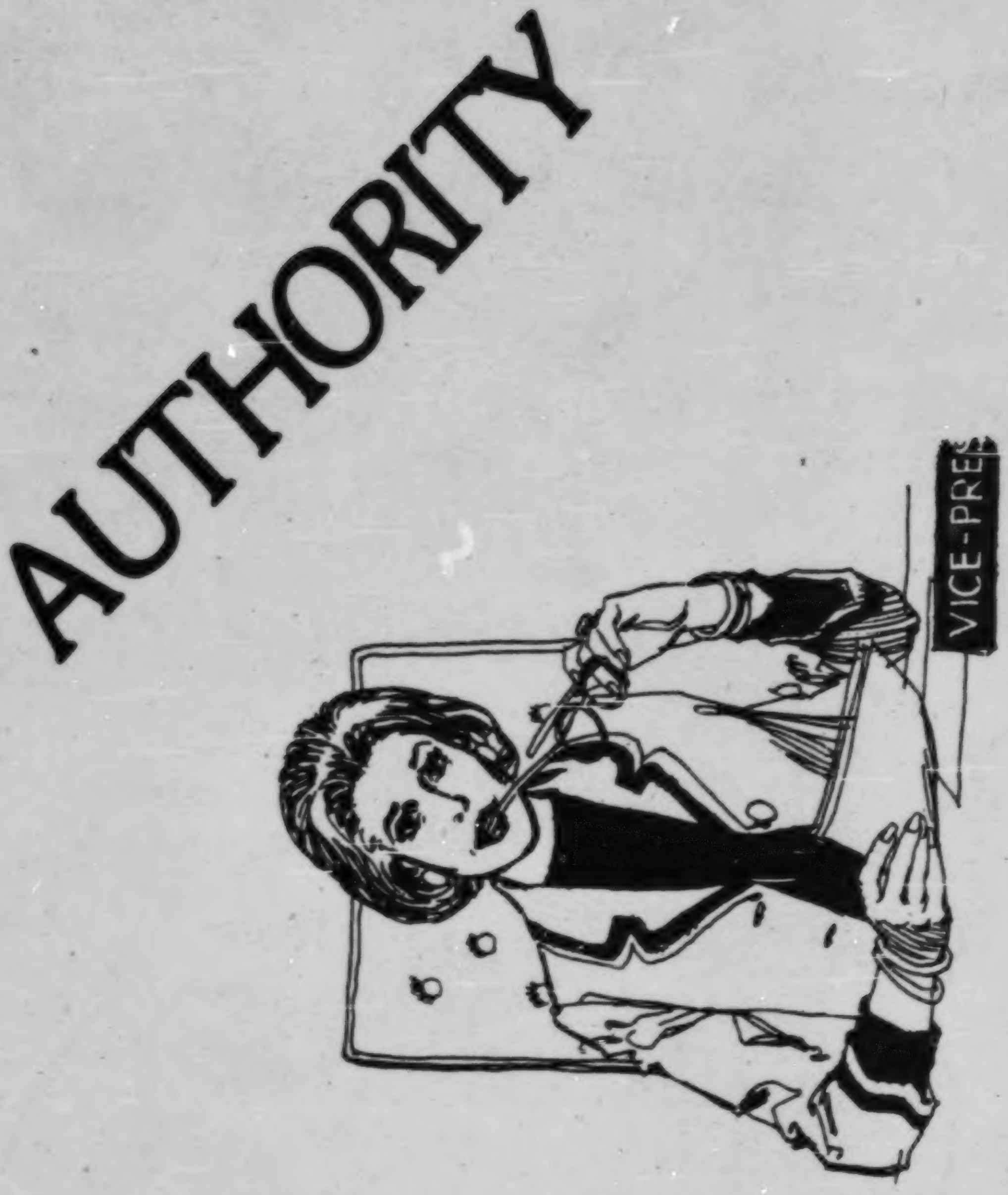
YOU DON'T HAVE TO TELL HOW YOU LIVE EACH DAY;
YOU DON'T HAVE TO SAY IF YOU WORK OR YOU PLAY;
A TRIED TRUE BAROMETER SERVES IN ITS PLACE,
HOWEVER YOU LIVE, IT WILL SHOW ON YOUR FACE.

THE HATE, THE DECEIT, YOU MAY BEAR IN YOUR HEART
WILL NOT STAY INSIDE WHERE IT FIRST GOT ITS START,
FOR THE SKIN AND THE BLOOD ARE A THIN VEIL OF LACE.
WHAT YOU WEAR IN YOUR HEART, YOU WEAR ON YOUR FACE.

IF YOUR LIFE IS UNSELFISH, IF FOR OTHERS YOU LIVE,
FOR NOT WHAT YOU GET, BUT HOW MUCH YOU GIVE;
IF YOU LIVE CLOSE TO GOD IN HIS INFINITE GRACE,
YOU DON'T HAVE TO TELL IT, IT SHOWS ON YOUR FACE.

RESPONSIBILITY

TRANSPARENCY #I-2


AUTHORITY
VICE-PRES

TRANSPARENCY #I-3

ACCOUNTABILITY

TRANSPARENCY #I-4

Keys to better delegation

1. TELL EACH EMPLOYEE WHAT HIS JOB IS.

2. SPELL OUT THE LIMITS OF HIS AUTHORITY.

3. TELL YOUR SUBORDINATES THE STANDARDS BY WHICH PERFORMANCE IS GOING TO BE MEASURED.

4. TELL EACH EMPLOYEE HOW HE'S DOING. (FOLLOW-UP ALWAYS NO MATTER HOW NOMINAL THE TASK IS)

40A

Bottlenecks to delegation

for manager

1. PERFECTIONISM -- A MANAGER IS LIKELY TO FEEL THAT HE CAN DO A BETTER JOB HIMSELF.
2. DIRECTION -- MANY MANAGERS HAVE DIFFICULTY DIRECTING THE EFFORTS OF OTHER PEOPLE.
3. CONFIDENCE -- MANAGERS LACK CONFIDENCE IN THEIR SUBORDINATES FOR JOBS THEY HAVE NOT DONE BEFORE.
4. CONTROLS -- MANAGERS MUST ESTABLISH CHECK POINTS TO SEE IF THE JOB IS BEING DONE PROPERLY.
5. RISK -- MANAGERS KEEP ON DELEGATING -- THE RISK GOES DOWN.
6. COMPETITION -- MANAGERS MUST KEEP ON DEVELOPING THEMSELVES -- THEN THERE IS NO COMPETITION.
7. MANAGERS DO NOT UNDERSTAND WHAT THEIR RESPONSIBILITY AND AUTHORITY ARE.

for subordinates

1. EASIER TO ASK HIS BOSS
2. FEAR OF CRITICISM FROM HIS BOSS
3. LACK OF INFORMATION OR RESOURCES FROM HIS BOSS
4. OVERWORKED BY HIS BOSS
5. FEAR OF FAILURE FROM HIS BOSS
6. LACK OF POSITIVE INCENTIVE FROM HIS BOSS

TRANSPARENCY #I-5

SESSION 2

READY TO DELEGATE

Topical Outline | **Suggestions for Instructors**

Select the best management problems described by participants in Session I. Using ideas presented in Session I discuss possible solutions with the group.

Review from the last session any of the following points which are not brought out in the management problems discussion.

I. Review

A. Fears About Delegating

1. His subordinates will make mistakes.
2. Delegate right out of the job.
3. The manager can do the job faster.
4. Lose prestige.
5. Can't check on assignment.
6. Manager will lose part of job he likes.
7. Subordinates will have too much to do.
8. Manager doesn't know how or what to delegate.
9. Manager's boss will be annoyed if he doesn't do the job himself.
10. Subordinates really don't want more responsibility.

B. Benefits of Delegation

1. Supervisors can do more planning.
2. Greater trust in subordinates.
3. His boss will see that he can develop people.
4. Confidence in subordinates if he is gone.
5. He can measure the potentials of his subordinates.
6. Subordinates will be ready for promotion.
7. Department will have more productive ideas.
8. Accomplish more.
9. Makes people think.

Topical Outline	Suggestions for Instructors
10. Organize your department more effectively.	
C. Improve Quality of Delegating	
1. When you delegate, mean what you say.	
2. Make sure your subordinates know how much authority they have.	
3. Get employees' ideas on delegated job.	
4. Delegate the part of your job you know the best.	
5. Make good use of mistakes.	
6. Don't insist that an employee do the job your way.	
7. Sustain your delegating.	
8. Keep communication time open.	
9. Don't always give an employee jobs he knows how to do best.	
10. When a delegated job is complete, follow it up with appraisal of the employee's performance.	
D. How Much Should You Delegate?	
Responsibility to get the job done.	
Authority to get the job done.	
Accountability to get the job done.	
II. Develop Yourself as a Leader	Discuss.
A. What is a Leader?	
A true leader is an individual who motivates, guides and directs employees with objectives of the department and company to coincide with the employee's objectives.	
A leader does not say, "You Work for Me"!	

Topical Outline	Suggestions for Instructors
He does say, "We Work Together for the Organization"! A leader will reprimand and reward in all situations when it is appropriate. He is the combination of all the known types of bosses. For a person to develop himself as a good director of products and people is a total development of oneself's positive characteristics and to overcome the negative personality all managers must cope with. A leader must know himself thoroughly before he can successfully gain confidence from employees.	
	Handout #II-1, "Qualities of Effective Leadership". Read and discuss with the group.
B. Supervisors Give Instructions Not Orders	
1. There are four different ways a supervisor will give delegation to employees. They are: The Request The Suggestions The Call for Volunteers The Command	Transparency #II-1, "How Do You Delegate?"
	The instructor should de-emphasize the command way of giving orders because an effective leader will use all the other ways first and succeed at them if he is a true leader. (Instructor emphasize this point.)
2. Don't force people to cooperate. 3. Don't hesitate to sell the merits of an idea. 4. Don't be afraid to create a demanding environment. 5. Don't be afraid to admit mistakes. 6. Don't argue.	

Topical Outline	Suggestions for Instructors
C. Make Your Instructions Clear	
1. Make the end results you expect clear. 2. Define the extent of subordinate responsibility. 3. Make a realistic projection of possible errors.	
	Show film "Instructions or Obstructions" (Bureau of National Affairs, Rockville, Maryland). OR Select another available film which stresses methods of dealing with employees if this is not available in your location.
4. Review of film. a. planning b. preparing c. presenting d. verifying e. action f. follow-up g. appraisal	
	Handout #II-2, "A Communications Breakdown" Review it with the group.
D. Why Do Supervisors Fail?	Question -- Why do you think supervisors fail?
Poor personal relations with workers or with other management people. Individual shortcomings, such as lack of initiative, emotional instability. Lack of understanding of the management point of view. Unwillingness to spend the necessary time and effort to improve. Lack of skill in planning and organizing work. Inability to adjust to new and changing conditions.	Transparency #II-2, "Why Do Supervisors Fail?"
E. Working With Your Employees	
1. Leader/co-worker situation.	
The Leader (Instructor)	
a. gives reasons	

b. solicits ideas
c. encourages questions
d. tolerates reasonable errors
e. never threatens
f. understands slow learning
g. feels he is not above question

As a result he TRAINS his employees.

The Co-Worker (Learner)

a. works intelligently
b. offers suggestions
c. asks information when needed
d. will admit errors
e. doesn't fear
f. explains difficulties -- feels secure
g. offers suggestions

As a result he LEARNS from the supervisor.

2. Boss/worker situation

"The Boss"

a. orders arbitrarily
b. has all the answers
c. holds "stupid" questions against worker
d. bawls out worker
e. holds job over head
f. thinks slow worker is dumb
g. feels he is above question

As a result he TELLS his employees.

The Worker

a. complies silently
b. listens — hears without comment
c. never asks questions
d. resents boss
e. feels insecure — lacks confidence
f. does not "open up" to boss
g. thinks it useless to suggest

Topical Outline	Suggestions for Instructors
As a result he FAILS TO LEARN from his supervisor.	
	Question — How do you work with your employees? Discuss.
III. Training Employees A. Three Steps in Planning How to Get Ready 1. Step I — Use a Training Time Table a. list jobs to be performed b. list workers' names c. check jobs against names d. spot training needs e. plan training 2. Step II — Make a Training Outline a. list major points b. list special points 3. Step III -- Prepare to Train a. have necessary supplies, equipment and teaching material on hand b. review training outline c. arrange work place d. check over four basic steps in training	
4. Conditions Favorable to Learning a. need and desire on the part of the learner b. a pleasant learning situation c. a good first impression d. information that creates interest e. information related to what is already known f. information presented in small amounts g. appeal to more than one of the five senses h. repetition with variation i. learner's awareness of own progress	Handout #II-3, "Conditions Favorable to Learning". Review with the group.

Topical Outline	Suggestions for Instructors
j. opportunity to put learning into immediate use	

B. Basic Steps in Training

1. Analyze the work.
2. Prepare a training plan.
3. Arrange the training equipment.
4. Prepare the trainee.

    a. put him at ease; he'll learn faster that way
    b. find out what he knows about the job; this will save explaining things he already knows and stimulate his interest
    c. get him in the correct position to see
5. Present the operation and allow practice on each step.

    a. tell, show and demonstrate one step at a time
    b. stress key points
    c. instruct clearly, completely and patiently, but not more than he can remember at one time
    d. allow practice on each step, correcting errors; let him keep on trying until he remembers it well; be patient and understanding; realize that this is new to him
6. Allow practice of the entire job.

    a. allow the worker to perform the entire operation explaining key points
    b. if the work is dangerous or complicated, let the worker tell the instructor how the instructor should do the operation the first time rather

Topical Outline	Suggestions for Instructors
than trying it himself c. continue practice, questioning, and correction until understanding and knowledge are perfect 7. Follow through. a. put the worker on his own b. tell him to whom he goes for help c. check his work frequently d. encourage questions e. taper off by extra coaching	
C. Training Depends on Attitudes	
The same techniques in building proper attitudes in subordinates are found in effective sales techniques. The customer and the employee must have proper treatment before they will "buy."	
Try these sales techniques when training an employee.	Handout #II-4, "Sample Outlines in Attitude Training". Read and discuss.
Your employees see you in the same way a customer sees a salesman. As a trainer, how would your employees rate you?	Handout #II-5, "Performance Grading Chart for Attitude Training". Eventually, supervisors may wish to use this with their employees on the job.
IV. Wrap-Up	Review session, and ask questions. Tell them when the next session is. Thank the group and give them Handout #II-5, "What Kind Are You?"

QUALITIES OF EFFECTIVE LEADERSHIP

YOU ARE LOYAL TO YOUR ORGANIZATION.

YOU ARE AN EXAMPLE TO THOSE YOU LEAD.

YOU ARE AMBITIOUS IN YOUR RESPONSIBILITY.

YOU ARE A DELEGATOR OF RESPONSIBILITY.

YOU ARE ENTHUSIASTIC IN ALL THAT YOU DO.

YOU ARE RESPECTED BECAUSE YOU ARE YOU.

YOU ARE SINCERE IN WHAT YOU SAY AND DO.

YOU ARE HUMAN.

YOU ARE INSPIRING TO THOSE YOU LEAD.

YOU HAVE PRIDE IN YOURSELF, YOUR POSITION AND YOUR ORGANIZATION.

A COMMUNICATIONS BREAKDOWN

IT'S BEEN SAID THAT AS MUCH AS 80 PERCENT OF THE MEANING OF ANY MESSAGE CAN BE LOST AS IT IS PASSED DOWN THROUGH THREE OR FOUR LEVELS OF AN ORGANIZATION. WE CALL IT COMMUNICATIONS BREAKDOWN.

HERE IS A CLASSIC EXAMPLE CALLED "OPERATION HALLEY'S COMET."

A COLONEL ISSUED THE FOLLOWING DIRECTIVE TO HIS EXECUTIVE OFFICER:

"TOMORROW EVENING AT APPROXIMATELY 20 HUNDRED HOURS, HALLEY'S COMET WILL BE VISIBLE IN THIS AREA — AN EVENT WHICH OCCURS ONLY ONCE EVERY 75 YEARS. HAVE THE MEN FALL OUT IN THE BATTALION AREA IN FATIGUES AND I WILL EXPLAIN THE RARE PHENOMENON TO THEM. IN THE CASE OF RAIN, WE WILL NOT BE ABLE TO SEE ANYTHING, SO ASSEMBLE THE MEN IN THE THEATER AND I'LL SHOW THEM FILMS ON IT.

THE EXECUTIVE OFFICER WRITES TO THE COMPANY COMMANDER:

"BY ORDER OF THE COLONEL, TOMORROW AT 20 HUNDRED HOURS, HALLEY'S COMET WILL APPEAR BEFORE THE BATTALION AREA. IF IT RAINS, CALL THE MEN OUT IN FATIGUES AND MARCH TO THE THEATER WHERE THE RARE PHENOMENON WILL TAKE PLACE — SOMETHING WHICH OCCURS ONLY ONCE EVERY 75 YEARS.

LIEUTENANT TO THE SERGEANT:

"TOMORROW AT 20 HUNDRED HOURS, THE COLONEL WILL APPEAR IN THE THEATER WITH HALLEY'S COMET — SOMETHING THAT HAPPENS EVERY 75 YEARS. IF IT RAINS, THE COLONEL WILL ORDER THE COMET INTO THE BATTALION AREA.

AND, FINALLY, SERGEANT TO THE SQUAD:

"WHEN IT RAINS TOMORROW AT 20 HUNDRED HOURS, THE PHENOMENAL 75 YEAR OLD GENERAL HALLEY, ACCOMPANIED BY THE COLONEL WILL DRIVE HIS COMET THROUGH THE BATTALION AREA THEATER IN HIS FATIGUES.

SO THERE YOU HAVE IT — A LITTLE COMMUNICATIONS BREAKDOWN.

CONDITIONS FAVORABLE TO LEARNING

1. NEED AND DESIRE ON THE PART OF THE LEARNER
2. A PLEASANT LEARNING SITUATION
3. A GOOD FIRST IMPRESSION
4. INFORMATION THAT CREATES INTEREST
5. INFORMATION RELATED TO WHAT IS ALREADY KNOWN
6. INFORMATION PRESENTED IN SMALL AMOUNTS
7. APPEAL TO MORE THAN ONE OF THE FIVE SENSES
8. REPETITION WITH VARIATION
9. LEARNER'S AWARENESS OF OWN PROGRESS
10. OPPORTUNITY TO PUT LEARNING INTO IMMEDIATE USE

SAMPLE OUTLINES IN ATTITUDE TRAINING

HOW TO BE COURTEOUS TO A CUSTOMER

MAJOR POINTS	SPECIAL POINTS
Approach customer promptly and pleasantly.	Smile. Call customer by name, if possible.
Show willingness to help customer.	Take customer to the merchandise wanted. Answer questions with enthusiasm.
Close sales pleasantly.	Thank customer and invite him/her to return. Offer special services.

HOW TO BE COOPERATIVE WITH FELLOW ASSOCIATES

MAJOR POINTS	SPECIAL POINTS
Greet everyone in the morning.	Call everyone by name. Smile. Say "Good Morning."
Keep to your schedule.	Get to work on time. Return promptly from reliefs. Do your own work thoroughly.
Help others.	Help with stock work. Offer to help those who are behind in their work. Help newcomers.

HOW TO BE ENTHUSIASTIC TOWARD AN EMPLOYER AND HIS BUSINESS

MAJOR POINTS	SPECIAL POINTS
Act alive.	Put a sparkle in your eye. Speak with a life in your voice. Step briskly.
Give customer alert service.	Handle merchandise appreciatively. Express interest in fact and voice.

PERFORMANCE GRADING CHART FOR ATTITUDE TRAINING

4 Outstanding
3 Good
2 Fair
1 Needs improvement
0 Unsatisfactory

SUPERVISOR'S NAME:

	Employee Relations (Courteous, helpful, congenial)	Job Skill (knows and uses proper job techniques)	Initiative (sees work to be done and delegates it)	Sociability (gets along well with employees)	Responsive (follows suggestions)	Ingenuity (suggests operational improvements)	Cooperativeness (takes suggestions and constructive criticism)	TOTAL POINTS
EMPLOYEE #1								
EMPLOYEE #2								
EMPLOYEE #3								
EMPLOYEE #4								
EMPLOYEE #5								
EMPLOYEE #6								
EMPLOYEE #7								
EMPLOYEE #8								
EMPLOYEE #9								
EMPLOYEE #10								
EMPLOYEE #11								
EMPLOYEE #12								
EMPLOYEE #13								

WHAT KIND ARE YOU?

A LOT OF PEOPLE ARE LIKE WHEEL BARROWS . . .
NO GOOD UNLESS PUSHED.
SOME ARE LIKE CANOES . . .
THEY NEED TO BE PADDLED.
SOME ARE LIKE KITES . . .
IF YOU DON'T KEEP A STRING ON THEM,
THEY FLY AWAY.
SOME ARE LIKE KITTENS . . .
THEY ARE MORE CONTENTED WHEN PETTED.
SOME ARE LIKE FOOTBALLS . . .
YOU CAN'T TELL WHICH WAY THEY WILL
BOUNCE NEXT.
SOME ARE LIKE BALLOONS . . .
FULL OF AIR AND READY TO BLOW UP.
SOME ARE LIKE NEON LIGHTS . . .
THEY KEEP GOING ON AND OFF.

AND WE WOULD LIKE TO ADD, SOME ARE LIKE A
A GOOD WATCH . . .
OPEN FACED, PURE GOLD, QUIETLY BUSY,
AND FULL OF GOOD WORKS.
AS THE MAN SAID, "WHAT KIND ARE YOU?"

TRANSPARENCY #11

How do you delegate?

THE REQUEST

THE SUGGESTION

THE CALL FOR VOLUNTEERS

THE COMMAND

TRANSPARENCY #II-2

WHY DO SUPERVISORS FAIL?

POOR PERSONAL RELATIONS WITH WORKERS OR WITH OTHER MANAGEMENT PEOPLE.

INDIVIDUAL SHORTCOMINGS, SUCH AS LACK OF INITIATIVE EMOTIONAL INSTABILITY.

LACK OF UNDERSTANDING OF THE MANAGEMENT POINT OF VIEW.

UNWILLINGNESS TO SPEND THE NECESSARY TIME AND EFFORT TO IMPROVE.

LACK OF SKILL IN PLANNING AND ORGANIZING WORK.

INABILITY TO ADJUST TO NEW AND CHANGING CONDITIONS.

SESSION 3

MAKING DELEGATION WORK

Topical Outline	Suggestions for Instructors
I. Review	Review last session. Using questioning techniques, discuss major points.
A. How much should you delegate?	
B. How have you developed yourself as a leader?	
C. Do you give instructions, not orders?	
D. Why do supervisors fail?	
E. In planning a training timetable, what steps and what items should be considered?	
II. Common Errors in Delegation	
A. Assign a task at the proper level.	
1. It should be a challenge to the employee. 2. It should match their educational and experience level — not too difficult.	
Delegation has a common error, that is we don't go far enough down the organization.	
The ideal, the objective for any task is to have it done by an individual for whom it represents the upper end of his talent spectrum.	
Typically, we don't push tasks far enough down in the organization, especially in terms of experience levels and education levels.	
B. Consider automation of tedious tasks.	
1. Establish the best system to handle routine tasks in an efficient way.	Example: Mail should be opened and sorted in a regularly established system. OR Telephone messages, orders, etc., should have an established procedure.
2. Identify the specific person to handle all or parts of a system.	Example: Employee A opens and sorts mail. Employee B handles all complaints.

Topical Outline	Suggestions for Instructors
	Employee C handles employee records, etc.
The ultimate solution to a lot of tedious work is to automate it. Although, of course, frequently it is not feasible for economic of technical reasons to use expensive equipment, it is important to define even a mechanical system. Later much of this could be computerized.	
C. Consider eliminating tasks. 1. Evaluate tasks to decide whether they contribute to the objectives of the department. 2. Eliminate needless tasks which were developed for previously used systems or objectives.	
	Handout #III-1, "Functions of Employee". Ask each participant to choose one of his subordinates and develop a list of that person's job duties. Ask participant to list the most menial tasks at the bottom and progress upward in difficulty. (Suggest that they choose an employee who performs more than menial tasks) Next ask them to star the duties which are most vital to accomplishing department goals. When they have finished with this list, ask participants to place a check mark beside the duty which the employee would consider a challenge to his own abilities. The instructor should then collect the job descriptions and use in session IV. NOTE: Look at job descriptions to use in discussion of the supervisor's planning in session IV. Sort descriptions into departments within the company and then into job positions.

Topical Outline	Suggestions for Instructors
	Decide which departments are internal only and which require dealing with the public. Make a transparency of one job description eliminating identification of the job to show in session IV. Study the descriptions to find examples of: a. jobs with overload of duties for one person b. jobs with very limited duties c. jobs that have no challenge d. tasks that seem meaningless
III. Why Department Objectives Aren't Met	
A. Supervisor's Responsibility	
The supervisor's responsibility is to get the people involved in planning ahead for their objectives and goals.	
This responsibility he never gives up no matter how much delegation he does. Nine out ten times when employees are not working it is the fault of poor planning.	
Remember:	
1. Make sure you know your people.	
2. Always work in channels (don't be a double boss).	Example: The company president doesn't call the foreman.
3. Follow up the delegation to a person (inspect what you expect).	
4. Never delegate duties only because they are distasteful to you.	
5. Be quick to straighten out problems.	
6. Let every employee know what decisions they can make.	
7. Have decisions made on lowest level possible.	
8. Supervisor should be thorough in what he does. . . persistance in what you are	

Topical Outline	Suggestions for Instructors
doing, what you want, and how are you going to get it.	
9. You are still responsible for delegated jobs.	Example: President Truman always said, "The buck stops here."
B. Organization Chart	
The four responsibilities that must go together in order for a company to be successful are: Stockholders/Finance Production Marketing Research	
To be effective, delegation must start at the top and work down through the entire company.	Be familiar with the company organization chart. Don't use an organization chart from another company.
An organization chart includes: 1. Top Management - (i.e., stockholders, officers, board of directors, etc.) 2. Middle Management - (i.e., vice president and department heads, comptroller, etc.) 3. First line supervisors in every department	Ask participants to help you draw the major departments' organization chart of their company on the flipchart or chalkboard.
Line and staff relationships are the authority, responsibilities and accountability each person has to his superiors and others in the company.	
	Ask participants to draw an organization chart showing the people who work in that department. While participants are drawing these, the instructor should circulate around the room and discuss individual charts.
REMEMBER: Your organization chart is your basic map for delegation.	
C. Job Descriptions	Question -- How many of you have a written job description for every position in your department?

Topical Outline	Suggestions for Instructors
1. Must be in detailed written form.	
2. Must be kept up-to-date.	
3. Must be very specific and complete. General terms should be avoided.	Example: Marketing the products, keeping inventory, etc. is too vague.
4. Expectations for a job must be fair to the average employee.	
5. Should be presented and discussed with each employee.	
6. Could serve as a training guide for a new employee.	Handout #III-2, "Using Job Descriptions". Ask participants to discuss the strengths and weaknesses of these actual company examples.
7. Serves as a basis for evaluating an employee's performance.	
	Handout III-3, "Job Description Worksheet". Ask participants to complete a job description for their own job and bring to session IV.
IV. Department Meetings Are Essential to Delegation	
A. Why Schedule Department Meetings?	Question -- Why should you schedule meetings with your subordinates?
1. Employees want to be accepted as a member of the group. They want to belong.	List responses from participants. Add others listed here.
2. Employees want to know what is expected of them, in their own job and as a member of the group.	
3. Employees want to participate in matters that affect them or in matters or situations in which they logically feel they have something to contribute.	
4. Employees want to be proud of the place they work and of being a member of the group they work with.	
5. Employees want to be informed -- "in the know".	
6. Employees want to have confidence in the management under which they work.	
7. Employees want to be asked and consulted.	

Topical Outline

8. Employees want to be listened to.
9. Employees want to feel reasonable freedom in expressing how they feel.
10. Employees want to be appreciated.

REMEMBER: Each meeting should have specific objectives -- incorporate above needs of employees into an organized meeting format.

B. How to Have a Good Meeting (with one other person or with a group)

Here is a checklist of items to attend to

Before
During
and After

meeting in order to best assure that it will have been worthwhile.

1. Before:

   * be sure you need it
   * decide clearly what you want to accomplish
   * decide who should attend
   * select a day, a time and a place convenient to store operations and to the people involved
   * prepare some sort of plan or outline
   * decide on length of the meeting
   * prepare and issue a notice -- day, time, what it's about
2. During:

   * start on time
   * repeat good, clear reason for the meeting
   * keep on the subject
   * Get the kind and amount

Suggestions for Instructors

Handout #III-4, "Store Operation Problems Which Meetings (Group Effort) Can Help Solve".

Present this as a suggested list of problems for planning a meeting. Ask participants what they would do with this list. (Note: Bring out idea that the list should be circulated in advance of the meeting.)

Handout #III-5, "How to Conduct the Meeting". Discuss procedures for conducting a meeting.

Topical Outline	Suggestions for Instructors
of participation intended * summarize agreements and accomplishments * stop on time	
3. After:	
* issue minutes of agreements	Handout #III-6, "Sample Minutes". Review with group.
* make sure there is some tangible evidence of the meeting accomplishments * follow up	
V. Wrap-up	Review major points with the group and ask questions. Tell them when the next session is. Thank the group and give them Handout #III-7, "The Value of a Smile".

HANDOUT #III-1

FUNCTIONS OF EMPLOYEE

DUTIES OF

NAME POSITION DEPARTMENT

JOB DESCRIPTION

LIST JOB DUTIES:

NOTE: ON THE LEFT OF THE DUTIES OF THIS EMPLOYEE, PLACE AN "X" IF THIS PARTICULAR FUNCTION ADDS SIGNIFICANTLY TO THE DEPARTMENT GOALS.

OTHER ASSIGNMENTS YOU CAN DELEGATE TO THIS EMPLOYEE:

USING JOB DESCRIPTIONS

TO HAVE AN EFFECTIVE DEPARTMENT, ONE MUST HAVE A COMPLETE OUTLINE OF EACH EMPLOYEE'S WORK RESPONSIBILITY. THE BEST WAY TO DO THIS IS TO HAVE A JOB DESCRIPTION FOR ALL EMPLOYEES IN THAT DEPARTMENT.

I. A COMPREHENSIVE AND UP-TO-DATE JOB DESCRIPTION SERVES SEVERAL PURPOSES.

1. IT OUTLINES THE EXACT NATURE AND SCOPE OF RESPONSIBILITIES OF A POSITION.
2. IT SERVES AS A GUIDE FOR DETERMINING QUALIFICATIONS OF A PERSON WHO SHOULD BE APPOINTED TO A POSITION.
3. IT IS A GUIDE FOR A PERSON ON THE JOB AND IT IS A GUIDE FOR THE SUPERIOR IN TRAINING HIS OR HER DEPARTMENT PERSONNEL.
4. IT BECOMES THE BASIS FOR SETTING STANDARDS BY WHICH TO JUDGE THE QUALITY OF PERFORMANCE OF A PERSON.

II. A COMPREHENSIVE JOB DESCRIPTION INCLUDES:

1. A DETAILED LISTING OF THE RESPONSIBILITIES AND DUTIES OF THE PERSON FILLING A POSITION.
2. IT DEFINES COMPLETE OR LIMITED RESPONSIBILITIES IN CONNECTION WITH EACH FUNCTION OF THE DEPARTMENT.

THE FOLLOWING PAGES ARE ACTUAL JOB DESCRIPTIONS USED BY A MAJOR PETROLEUM COMPANY. THE FORMAT USED BY DIFFERENT COMPANIES MAY DIFFER, BUT THE CONTENT WILL BE MUCH THE SAME.

JOB DESCRIPTION

NAME

TITLE Terminal Coordinator

DEPARTMENT

SUPERVISOR Distribution Manager

FUNCTION

Coordinates, plans, organizes and executes terminal activities to meet product requirements in accordance with established methods of distribution, or to effect changes designed to obtain the most efficient and economical operations. Substitutes for Distribution Manager during vacation, absences or illness.

SCOPE

This position is concerned with the operation and administration, within established policy, of the receipt, storage and distribution of bulk and packaged products within the delivery area of the region; the suggested procurement repair and maintenance of automotive equipment and the integration with the statewide packaged products distribution system. Work involves directing the activities of about six employees performing duties incidental to the handling of distribution details of the area; plus coordinating packaged and bulk contractors involving approximately 95 people performing delivery functions to the delivery area; personally or through delegation, supervises operations of the terminal. Studies and analyzes distribution costs and makes recommendations to Distribution Manager concerning those areas of distribution warranting more profitable methods of operation. Supervises one Airport Agent.

Approximately 295 MM gallons of refined products are handled each year; in addition, the major portion of 32 MM pounds of TBA merchandise is shipped to company and other locations within the area. Storage facilities for five major products total approximately 18 MM gallons. Sees that premises, equipment and facilities are kept in safe and orderly condition, inspecting buildings, lines and tanks for leaks or faulty condition, and reporting required repair and servicing work.

PRIMARY DUTIES

1. Supervises and coordinates, directly or through delegation, the activities of a variety of assigned personnel within the delivery area to provide for the receipt, storage and distribution of bulk and packaged products. Receives, interprets and disseminates company operational policies and procedures to subordinates and contractors, guides, spurs and regulates action of subordinates and contractors for accomplishment of desired objectives, prepares and submits to Distribution Manager policies pertaining to assigned operations, inspects activities and follows up on programs to check progress and performance; makes recommendations to supervisor on personnel matters involving hiring, release, transfers, rates of pay, etc. Is responsible for the checking of product quality and makes certain that each gasoline leaving the terminal meets established additive specifications.

2. Plans and organizes distribution and warehousing operations for most efficient conduct, checking scheduling of manpower and equipment, analyzing reports and statements to note out-of-line costs or questionable operations, and investigates development or application of new or improved work methods, to secure better service and delivery at lower cost. Promotes the coordination of distribution functions with other departments.

3. Investigates complaints or problems relative to warehouse or delivery activities, checking all sources of information and taking necessary action to settle disputes or solves problems and makes explanation to customers on errors and discrepancies, and arranging for adjustment, to determine circumstances and necessary corrective action.

4. Supervises the conduct of special studies and surveys to develop pertinent data on particular problems or investigations of new or improved methods. Studies existing or contemplated equipment to determine adequate meeting of requirements.

5. Sees that adequate inventory of refined products, oils and greases and other items is properly maintained, to meet all customer needs. Confers with sales personnel as necessary to anticipate seasonal and special campaign needs. Establishes proper inventory control and assures proper supply of gasoline additives.

6. Makes sure that contacts are made with state warehouse and home office supply and transportation department on questions or problems pertaining to procurement or delivery of stock and clearing discrepancies in orders. Makes arrangements for inventory by company auditors and assists with reconciling figures. Arranges for disposition of surplus or obsolete stock.

7. Collaborates with Distribution Manager in the preparation of capital and expense budgets. Collaborates in the discussion of proposed new or replacement equipment, and in estimating and planning for future requirements.

8. Sees that premises, stock and equipment are kept in safe and orderly condition, checking fire prevention and fire fighting equipment and facilities, inspecting buildings, equipment, lines and tanks for leaks or faulty condition, and conferring with maintenance personnel on required repair or servicing work. Discusses need for major work with supervisor and/or maintenance section personnel.

9. Attends various meetings on operational problems. Discusses problems with personnel and assures progress of all functions through subordinate supervisor and contractors. Discusses safety matters and ensures implementation of fire fighting program. Keeps informed regarding company policies and terms of contracts with outside hauler.

10. Investigates accidents where company equipment is involved, makes recommendations as to future action regarding prevention of similar accidents and possible settlements.

11. Responsible for maintenance of physical facilities at thirteen (13) outlying bulk plants.

12. Arranges for necessary repairs to be performed locally to all automotive equipment in the area -- 32 passenger cars; 15 construction, maintenance and burner service trucks; 8 contractor trucks and 13 airport refueling pieces.

13. Coordinates automotive equipment problems in region, including repair and maintenance work performed by outside garages, transfer of equipment, inspecting completed work and controlling costs.

14. Responsible for the proper maintenance of the additive injection system and its physical hardware.

HANDOUT #III-2
continued

JOB DESCRIPTION

NAME

TITLE SS SUPERVISOR

DEPARTMENT

SUPERVISOR RETAIL SALES MANAGER

FUNCTION

Supervises assigned salaried, "C" Manager, and Car Wash station operations for proper conformance to established policies and procedures and for attainment of sales, and other established objectives. Is responsible for assisting in the recruiting and training of company station employees. Analyzes and implements personnel requirements; conducts periodic formal reviews of station personnel, interviewing and counselling problem personnel. Investigates customer complaints and claims, authorizing justified settlements up to $25.00. Performs other duties, including preparation of required records and reports; dissemination of company policy, programs and regulations.

SCOPE

Supervision involves 12 salaried stations, 7 "C" Manager stations and one car wash with total company personnel of approximately 80 full and part-time employees. Total annual sales approximate $1.5 MM, including 11 MM gallons of gasoline, plus motor oils, distillates, TBA and other sales. Problems encountered include: caliber of available help, presenting recruiting and training "headaches", and control of shortages, due to many newly promoted service station managers.

PRIMARY DUTIES

1. Directs and plans the maintenance and improvement of service station sales activities. Conducts periodic sales meetings for managers and assists with semi-annual merchandising meetings for all personnel. Supervises station conformity to safety, company programs, contests and advertising campaigns. Assures proper placement of posters and other promotional materials. Reviews, advises and directs on physical appearance of station and housekeeping; observes service at pump and lube rack and provides spot training where it is considered necessary.

2. Constantly analyzes and implements personnel requirements. Recommends on size of work forces required for effective and economical operations; selects referrals, effects inter-station transfers, makes spot dismissals for just cause; recommends regarding promotion, salary increases, disciplinary measures, etc. Conducts periodic formal reviews of station personnel together with superior and station managers, interviewing, and counselling problem personnel. Explains and administers company policy and procedures.

3. Recommends for approval on development or revision of sales, services and operational methods.

4. Investigates complaints and claims, authorizing justified settlements up to $25

at own discretion, recommending to superior regarding other settlements, etc., handling Tom Holiday letters, enlisting assistance of sales tech if necessary on problems of more technical nature.

5. Compiles, prepares and/or reviews various reports and forms for assigned stations involving claims adjustment, sales quotas, sales contest performance charge-offs, station robberies, expense reports, sales reports, etc.

6. Checks violation of company purchase policies, explains regulations and assures adherence. Checks on station shortages and traces reasons, clearing them up as possible.

7. Contacts "C" Manager stations to advise on operations, assure best possible business relations, periodically auditing major price, product, etc., items for conformity and correctness, and assists managers generally. Contacts to assist with accounting records, merchandising techniques and personnel problems, discusses credit matters and financial problems. Renegotiates "C" Manager contracts, advises on financing and proposed changes in operations, expansions, improved sales and service techniques. Reviews inventory, advises on purchases to be made, and adjusts purchasing credits, delivery complaints and the like, aiming for perpetual inventory set-ups and regular re-order systems as possible.

8. Performs miscellaneous functions. As assigned, conducts traffic survey; makes periodic survey of prices and changes station prices as directed, of competitive products; spot-checks evening and all night service stations. Is subject to call at all times to handle emergencies, major customer complaints, accidents, station robberies.

9. Handles United Appeals campaign and other activities with station personnel.

10. Responsible for OSHA (Occupational Safety and Health Standards Administration) conformance and Affirmative Action Plan implementation.

JOB DESCRIPTION

NAME

TITLE Servicenter Manager

DEPARTMENT

SUPERVISOR

FUNCTIONS

Is directly responsible for the management of the company-operated salaried servicenter and participates in the day-to-day activities in the operations of the servicenter; directs all the work of all employees of the servicenter and is in immediate charge of all personnel on his shift; responsible for the preparation and maintenance of records and reports for the promotion of sales, developing goodwill and for the safeguarding of company funds, stock, property and equipment, and for the safety of employees and customers.

PRIMARY DUTIES

1. Performs supervisory duties as follows:

   Generally oversees all phases of station operations and directs the work of employees on his shift; together with Associate Servicenter Manager, makes work assignments, instructs and trains personnel, instructs or explains procedures, methods and company policies; interviews applicants for employment and makes recommendations regarding same to supervisors; recommends to supervisor appropriate disciplinary action or wage adjustment, as the case may be; sees that proper safety precautions are observed at all times, and that personal appearance of personnel meets required standards; is responsible for maintaining and safeguarding (a) company property, (b) equipment, (c) funds, and (d) merchandise.

2. As manager, acts as company representative in contacts with the consuming public, seeking to maintain and improve good customer relations through rendering best possible service at all times, handling complaints, when possible as they arise. Developes station sales through the promotion of all company sales programs, as well as through the use of own ideas and initiative; familiarizes self with all new products, price changes and local competitive practices, keeping superior advised of important developments that might affect present or prospective business. May secure credit cards for customers by taking application and forwarding to proper party for further action.

3. As flow of business requires, or during absence, performs same duties as other station personnel relative to selling, dispensing or installing merchandise, rendering various services offered to the public, acting as cashier, preparing and maintaining reports and records.

JOB DESCRIPTION WORKSHEET

NAME

TITLE

DEPARTMENT

SUPERVISOR

FUNCTIONS: ____________________

SCOPE : ____________________

PRIMARY DUTIES: ____________________

SECONDARY DUTIES: ____________________

HANDOUT #III-4

STORE OPERATION PROBLEMS WHICH MEETINGS (GROUP EFFORT) CAN HELP SOLVE

DO YOU HAVE ANY OF THESE PROBLEMS?

POOR STORE HOUSEKEEPING

ATTRACTIVENESS OR CUSTOMER APPEAL OF THE STORE (OTHER THAN HOUSEKEEPING) COULD STAND IMPROVEMENT

ENTRANCE OR GENERAL FRONT APPEARANCE OF THE STORE COULD STAND IMPROVING

ATTENTION HAS LAGGED REGARDING FIRE HAZARDS

MINOR INJURIES INCREASING INDICATING SAFETY IS NOT BEING ATTENDED TO PROPERLY

IN-STORE DAMAGE OF MERCHANDISE TOO HIGH OR INCREASING

GROUP NOT WORKING AS A SMOOTH-RUNNING TEAM

CUSTOMER COMPLAINTS OF DISCOURTESY AND DISINTEREST

STORE EQUIPMENT -- FIXTURES, JANITORIAL EQUIPMENT, ETC. -- BEING ABUSED

ABSENTEEISM OR PUNCTUALITY ARE PROBLEMS

INDICATIONS THAT SOME EMPLOYEES DON'T SEEM TO UNDERSTAND WHAT THEIR FULL JOB IS

STORE'S TRADE NOT HOLDING UP WELL AGAINST A NEW COMPETITOR

EMPLOYEES DON'T SEEM TO LOOK AT AND SEE THEIR STORE THROUGH THE EYES OF THE CUSTOMER

SOME EMPLOYEES PRESENTING A PERSONAL CLEANLINESS OR HYGIENE PROBLEM

MANAGER NOT AWARE OF SPECIAL TALENTS OF EMPLOYEES SUCH AS KNACK IN ARRANGING DISPLAYS, DRAFTSMANSHIP, COMMERCIAL ART, OR SIGN PAINTING ABILITIES, ETC.

MANAGER HAS DIFFICULTY IN DISCOVERING WHAT, IF ANYTHING, IS BEING SAID ABOUT THE STORE -- ITS COMMUNITY REPUTATION

NEW EMPLOYEES SLOW TO SWING INTO PRODUCTION INDICATING POOR INDOCTRINATION TRAINING

STORE RULES AND REGULATIONS BEING VIOLATED OR ABUSED

THERE ARE ONLY SOME POSSIBLE PROBLEMS. PERHAPS THEY WILL BRING OTHERS TO MIND WHICH MAY ALSO BE DEALT WITH THROUGH GROUP ACTION.

HOW TO CONDUCT THE MEETING

STAGE 1 **IDENTIFY THE PROBLEM AND SITUATION**

Appropriate greetings, introductions.
Describe the situation CLEARLY.
Emphasize seriousness and importance of it.
Arouse a desire to do something about it.
Leave no doubt as to the need for this meeting.
DON'T suggest or imply any solution.
Get the problem identified CLEARLY.
Make it clear that it is their problem.

STAGE 2 **EXPLORE THE PROBLEM**

Ask the group to expand on present condition or present practice.
Explore for additional evidence of seriousness or need for attention.
Probe for causes and effects.
Explore related or modifying angles.
Identify what course to take to improve, alleviate, or change the present conditions.
Identify cautions or difficulties that must be met.

STAGE 3 **DRAW OUT POSSIBLE SOLUTIONS**

Invite solutions, what MIGHT work.
Ask contributors to support their idea.
Encourage others to question or challenge.
Accept and record all contributions on the board.
Help them think broadly.

STAGE 4 **DECIDE ON BEST SOLUTION(S) AND ACTION**

Concentrate on evaluation of the possible solutions.
Be alert to majority agreement.
Ask for vote on important elements if necessary.
Keynote is "Are you all satisfied that this is the best solution or course of action; that it effectively solves the problem; that it is feasible and practical?"
Conclude with necessary assignments and timing.

HANDOUT #III-6

SAMPLE MINUTES

SUBJECT -- STORE HOUSEKEEPING

HOUSEKEEPING IN A STORE IS IMPORTANT TO GETTING AND KEEPING CUSTOMERS AND TO ALL OF US. A CLEAN ATTRACTIVE STORE IS A NICE PLACE TO SHOP AND A NICE PLACE TO WORK.

AT OUR MEETING ON THIS PERPETUAL PROBLEM, HERE'S WHAT WE ARE APPARENTLY AGREED ON AFTER EXPLORING OUR PROBLEM.

1. FRED SUGGESTED A TWO-PERSON ROTATING HOUSEKEEPING INSPECTION COMMITTEE AND IT APPEARED YOU ALL LIKED THE IDEA. I'LL WORK OUT A COMPLETE SCHEDULE WHICH WILL START NEXT MONDAY -- TWO PEOPLE, EACH SERVES FOUR WEEKS, ONE IS REPLACED EACH TWO WEEKS ALTERNATELY. WITH THE HELP OF THE FIRST TWO AND THEIR EXPERIENCE, WE'LL WORK OUT A DESCRIPTION OF THE COMMITTEES' RESPONSIBILITIES AND AUTHORITIES.

2. WE DISCOVERED TONYA IS INTERESTED IN COMMERCIAL ART AND WOULD LIKE TO HAVE A CHANCE TO DO ANY SPECIAL SIGNS AND WINDOW SPECIALS. I'LL GET THE EQUIPMENT SHE NEEDS AND I'M BETTING OUR WINDOWS WILL LOOK BETTER HEREAFTER.

THANKS MUCH TO ALL OF YOU.

BOB

THE VALUE OF A SMILE

IT COSTS NOTHING, BUT CREATES MUCH.

IT ENRICHES THOSE WHO RECEIVE WITHOUT IMPOVERISHING THOSE WHO GIVE.

IT HAPPENS IN A FLASH, AND THE MEMORY OF IT SOMETIMES LASTS FOREVER.

NONE ARE SO RICH THEY CAN GET ALONG WITHOUT IT, AND NONE SO POOR BUT ARE RICHER FOR ITS BENEFITS.

IT CREATES HAPPINESS IN THE HOME, FOSTERS GOODWILL IN A BUSINESS, AND IS THE COUNTERSIGN OF FRIENDS.

IT IS REST TO THE WEARY, DAYLIGHT TO THE DISCOURAGED, SUNSHINE TO THE SAD, AND NATURE'S BEST ANTIDOTE FOR TROUBLE.

YET IT CANNOT BE BOUGHT, BEGGED, BORROWED, OR STOLEN, FOR IT IS SOMETHING THAT IS NO EARTHLY GOOD TO ANYONE UNTIL IT IS GIVEN AWAY.

AND IF IN THE COURSE OF THE DAY SOME OF YOUR FRIENDS SHOULD BE TOO TIRED TO GIVE YOU A SMILE, WHY DON'T YOU GIVE THEM ONE OF YOURS?

FOR NOBODY NEEDS A SMILE SO MUCH AS THOSE WHO HAVE NONE LEFT TO GIVE!

SMILE!

SESSION 4

YOUR ANSWER IS DELEGATION

Topical Outline	Suggestions for Instructors
I. Review	Show transparency of the job description you chose as an example to use in session III. Discuss the items chosen as essential to departmental goals and whether this job had duties that challenged the employee. Ask participants for opinions on this job description. Instructor should discuss other job descriptions pointing out possible areas for better delegation.
II. Supervisory's Qualities	Ask participants to look at their own job description (Handout #III-3) assigned as homework in the last session.
The Management Qualities Necessary for Success?	List the basic qualities needed to handle the job as a supervisor.
1. Knowledge of the job. 2. Creative ability. 3. Judgment. 4. Positive attitude. 5. Leadership ability. 6. Courage. 7. Character.	
There may be more, but certainly these are basic.	
Those are the basic qualities a person must possess and constantly improve if he is to be successful in discharging his management responsibilities.	
And they are a pretty good list for basic success in any endeavor.	
A closer look at each of them will be valuable.	
A. Certainly it is basic to have a thorough . . . KNOWLEDGE OF THE JOB	Transparency #IV-1, "Knowledge of the Job"
No management success is possible without a thorough and grow-	

Topical Outline	Suggestions for Instructors
ing knowledge of the job.	
That includes knowing your operation . . . and knowing how to handle people.	
That knowledge is power . . . power for success. It gives you confidence. It helps you deliver your best results. It increases your management ability.	
But you need more than just knowledge.	
Especially when something unexpected . . . something not in the books occurs.	
B. CREATIVE ABILITY -- the knack of coming up with ideas when they're needed, and . . . JUDGMENT -- having good "common sense" in reaching decisions.	Transparency #IV-2, "Creative Ability -- Judgment"
Think back over the past few days. You probably can recall quite a few incidents which called for creative ability or judgment on your part.	
C. POSITIVE ATTITUDE -- in making sound decisions, and in increasing your management effectiveness, probably your greatest asset is a . . . POSITIVE ATTITUDE . . .	Transparency #IV-3, "Positive Attitude"
toward the job toward the people toward the future	
A positive attitude is essential to top performance anywhere — and it is indispensable to success in management.	

Topical Outline	Suggestions for Instructors
D. LEADERSHIP -- no analysis of the traits and skills needed for management success would be complete without . . . LEADERSHIP.	Transparency #IV-4, "Leadership"
It is far easier to get good results from people by leading them than by pushing them.	
Push someone, and he's likely to balk and resist. But lead with skill, and he'll follow willingly.	
We'll be talking more about leadership later in this meeting.	
E. COURAGE -- to be a leader . . . to achieve success in management or any other endeavor . . . it is also necessary to have the quality of . . . COURAGE.	Transparency #IV-5, "Courage"
Courage is not limited to dramatic situations of danger or disaster.	
It takes a good deal of courage to be successful in everyday activity.	
Making a tough decision takes courage. So does taking action to get things done.	
You need more than fair amount of the courage to stick by your guns . . . to stand firm when you believe you are right.	
Yes, and sometimes you need perhaps the greatest courage of all -- the courage to admit an error -- the courage to start over again when you've made a mistake.	
F. CHARACTER -- And last, but by no means least, on the list is CHARACTER.	Transparency #IV-6, "Character"

Topical Outline	Suggestions for Instructors
Character is integrity in action. It is the inner fiber of all personal effectiveness. I suppose that character wraps up all the qualities in a person's nature. True character, however, is also reflected in the trust and confidence you have in others. Your own reliability, honesty, and energy sets an example for others -- and your confidence in others inspires them to have greater confidence in you.	
III. Delegating Requires Proper Use of Time	Handout #IV-1, "Are You Wasting Your Time?" Review with group. Answers should be "yes" to numbers 1, 2, 3, 9, and 10.
A. How Much Time in a Day?	
To get us started on that, I'd like to ask you two questions: "How many seconds are there in a day?" Think a moment. (pause 5 seconds) The answer is 86,400 seconds. Now, for the second question: "How many hours in a year?" Think a moment. (pause 5 seconds) There are actually 8,760 hours in a year. All of you didn't have the answers to those two questions at your fingertips. But, if I were to ask you "What is your biggest problem with time?" . . . your answer probably would be: "Trying to find time to do all the things I have to do."	

Topical Outline	Suggestions for Instructors
Most of you are probably in a situation much like this:	
The clock is taking an "alarming view" of the way that man is trying to cram it full of more and more duties.	
The clock knows that there are only 1,440 minutes in a day.	
But while we tend to think of our business day in terms of so many hours, the hard, cold fact is that the business day is not as long as we think.	
Interruptions, emergencies, lost time, and many other time stealers cut the day down -- unless we're always on the alert.	
We kiddingly talk about that ideal day when everything goes as planned. And, admittedly, that's what we're always striving for.	
But, in our business, some days are far from ideal. A few of them can be described as hectic. And there are some days we'd like to forget completely.	
We thought you might like to review one of these so-called "average days."	Handout #IV-2, "A Day in the Life of a Supermarket Manager"
B. Priorities on Your Time	Let's make a list of the pressures on your time. Where do they come from?
1. Greatest pressures come from * employees * customers * paper work * emergencies	Instructor write responses on chalkboard. Ask for response from the group.

Topical Outline	Suggestions for Instructors
2. Think back over the past week. What activities took up important parts of your time? Where did your greatest pressure come from?	Answer will be this: Employee problems, Customer questions, Employee questions, Supervising people, Reading mail, Preparing records and reports, Talking to salesmen, and Emergencies
3. Where do you find time? Time is a precious and most unusual commodity. There never seems to be enough of it these busy days. The old expression "Time is Money" is certainly true. Time has great value and we have to learn to respect its value. Each of us must ask what we want from our time. It takes planning to help make the time you need. And like this wise old owl, you have to use your time wisely. Putting those ideas to work can save you valuable minutes every day. And these minutes can add up to as much as an extra hour of usable time every day. And that's time really worth going after! Let's take just a moment to jot down these four principles.	
You can make the time you need in these ways: a. Respect the value of time b. Know what you want from your time c. Plan your time	List these on the flip chart.

Topical Outline	Suggestions for Instructors
d. Use your time wisely How can you put these four principles to work for you in making the time you need? 4. Respect the value of time (1) every wasted hour is gone forever (2) but you have 24 new hours every day Every hour wasted . . . every hour in which you do less than your best is lost forever. But the miracle of time is that you can make a fresh start each day. No matter what has gone before, you can start anew with each day's 24 hours. The second aid in making the time you need is to . . . 5. Know what you want from your time (1) set goals (2) be specific (3) break big goals into a series of smaller goals These goals should be as specific as possible. It's best to set your goals a little higher than you think you can reach. If a big goal seems a staggering challenge, break it up into a series of smaller objectives to be accomplished within a given time. By giving yourself a series	

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Topical Outline	Suggestions for Instructors
of smaller objectives, you can help yourself reach that long range goal.	
The next important step is to plan your time.	
You can make use of three steps in helping you . . .	
6. Plan your time	
(1) long range plans (2) monthly plans (3) daily plans	
First you make long range plans of things to do to achieve your long range objectives.	
You set personal goals to achieve and make the plans to take you where you want to go.	
Second, you make specific shorter range plans to carry you closer to those long range goals.	
And third, it is most helpful to plan every day -- to have a list of the most important activities you want to accomplish each day.	
Without careful planning, you can do a lot of work with only small results.	Handout #IV-3, "Plan Ahead"
To avoid duplicating the farmer's experience, it is necessary to plan -- to plan all your important activities.	
Planning on a month-to-month basis is a most effective aid to achieving your long range objectives.	

Topical Outline	Suggestions for Instructors
A big help in doing this type of planning is to use a Monthly Planning Calendar.	NOTE: It would be nice to have monthly planning calendars to pass out at this time.
A monthly planning calendar provides you with a specific place in which you can write down major plans for each day of the coming month.	
You start by setting down all your major plans for the coming month day by day.	
Then to keep this planning up-to-date, every weekend or every Monday morning, you just plan one more week in advance.	
It's best to keep your plans made at least four weeks in advance at all times in order to get maximum benefits from this planning technique.	
	Transparency #IV-7, "Questions to Ask Yourself When Planning". Discuss with participants.
At the end of the day, or early in the morning, jot down all the activities you want to accomplish during the day ahead.	
Try to put them in the order of their importance so you can get the big jobs done first.	
You can begin to see that you're going to be just as busy tomorrow and next week as you are today. That is a strong reminder that the idea of putting off things until you're not so busy is not practical. There's no time like the present for getting things done.	

Topical Outline	Suggestions for Instructors
You've made an excellent start on planning your activities on a monthly basis. You can complete this calendar after the meeting.	
Remember to add a new week's plans at the beginning of each week. Keep your plans four weeks in advance and you'll get the best results from this planning device.	
It's usually a good idea to review your monthly planning calendar at the start of the month. Make whatever changes are necessary in the plans.	
Then, use your monthly planning calendar and your weekly plans as the basis for your daily planning.	
IV. Delegating Requires Planning	
A. How to Develop Plans	Transparency #IV-8, "How to Develop Plans"
1. Plan Regularly -- Set aside a certain time each day for planning. Do it whenever it's best for you. But pick your time and stick to it.	
2. Do First Things First -- Sift through your plans and decide which will contribute most to your goals and objectives. Then do them first.	
3. Be Flexible — Plan well, but be ready and willing to change your plans when conditions require it.	
4. Welcome Even Small Results -- If your planning helps you save only five minutes a day, be glad and make regular use of it. Five minutes saved daily equals about 25 hours a year or about three full working days a year.	

Topical Outline	Suggestions for Instructors
That's a worthwhile amount of time to save. 5. Put Your Plans in Writing -- When you put your plans in writing, they become more important. Keep your written reminders where you can see them regularly. 6. Check Your Results -- Don't make plans and then forget them. Check your planning efforts regularly.	
The demands on your time are increasing. That means it is vital to plan to use every minute to the best advantage.	
B. How to Make Time	
After you have made your plans, you must also concentrate on using your time to the best advantage. You must save time wherever you can.	
Everybody has his own ways of saving time, but there are a number of tips that will work for each of you -- if you will put them to use.	
These four time-savers can work for you -- if you practice putting them to work. In many cases you can use your time so effectively that you save enough minutes to add up to an extra hour of usable time every day without putting in an extra hour on the job.	Transparency #IV-9, "Tips on Saving Time"
1. Do One Job at a Time -- Trying to do too many things at a time is a habit most of us get into and it's costly in time. 2. Do It Now -- I think you'll agree that procrastination is one of the biggest misuses of time.	

Topical Outline	Suggestions for Instructors
3. Plug Time Leaks — Some lost time is unavoidable but it can eliminated or reduced by first learning what the leaks are, then simply stopping them. 4. Delegate Some Jobs — This, of course, is the key to good management. I'm sure each of you has probably delegated a number of jobs to others — jobs you used to do yourself. Okay. Now let's see if we can work out a way to put all these time-saving ideas and the planning ideas to work to help you make the time you need.	
	Activity for the group. Here's what I would like you to do: Jot down a list of jobs you'd like to spend more time on and jobs you'd like to do, but for which you don't have any time at all. First, I like you to compare lists to see how many of the same jobs are on your lists. I'll ask you to elect a team captain for this exchange of ideas. Have each man read his list and as you listen, each of you check your own list each time someone else mentions a job you had listed. The next thing I'd like you to do is to take the jobs which were mentioned by two or more of you at a table and try to figure out ways to get the time to devote to the job. Check whether better planning could save time. Go over the list of time-saving tips we've just reviewed. Add any additional time-saving ideas you are using now. But, go over all the possible ways you could save enough time to allow you to devote more time to the activity you're discussing.

Topical Outline	Suggestions for Instructors
	Keep the discussion on the track, and remember to try to figure out things that you can take back and use tomorrow. That's the real value of a discussion like this. It gives you ideas you can put to use immediately. Are there any questions about what you are to do? Okay, you'll have 10 minutes for this discussion. Try to develop as many practical time-saving suggestions as you can. I'm certain that you have developed many sound ideas for getting more time for the jobs you'd like to spend more time on. By using the planning and time-saving ideas we've talked about, you'll be able to have more time to devote to the most important part of your jobs. And no part of your activity is more important than your leadership responsibility. You're called on to demonstrate that leadership regularly . . . to make decisions . . . to show others what to do . . . to encourage them if they falter . . . and to inspire them on to better results.
V. Problems	Using the slip technique, have each member write down a detailed explanation of a problem they have on their job. Make it related to delegation in some way. Collect, keep it until the next session. Have them sign the 3 X 5" card so you know who to give it back to. NOTE: These problems will provide the cases which will be the entire basis for problem solving in session V.
VI. Wrap-Up	Handout #IV-4, "I Believe"

ARE YOU WASTING YOUR TIME?

ARE YOU AS TIME CONSCIOUS AS YOU SHOULD BE? DO YOU EVER SUSPECT THAT YOU AREN'T GETTING ALL THE PRODUCTIVE WORK OF YOUR BUSINESS DAY THAT YOU OUGHT TO BE GETTING? HERE'S AN OPPORTUNITY TO FIND OUT . . . A LITTLE QUIZ DESIGNED TO PINPOINT THE AREAS WHERE MOST TIME WASTING OCCURS. TAKE IT AND SEE WHERE YOU STAND.

ANSWER "YES" OR "NO" TO THE LEFT OF THE QUESTION.

_____ 1. DO YOU GET TO YOUR OFFICE ON TIME EVERY DAY?

_____ 2. DO YOU TAKE ADVANTAGE OF TRAVEL TIME, EATING-ALONE TIME, WAITING TIME TO DO CONSTRUCTIVE READING OR THINKING?

_____ 3. DO YOU ALWAYS KNOW WHAT YOU WANT TO ACCOMPLISH BEFORE YOUR WORKING DAY BEGINS?

_____ 4. ARE YOU GUILTY OF EXCESSIVE SMALL TALK WITH COLLEAGUES AND ON THE TELEPHONE?

_____ 5. DO YOU FREQUENTLY FIND YOURSELF WITH "NOTHING TO DO?"

_____ 6. DOES IT TAKE YOU TOO LONG TO "PUT YOURSELF TOGETHER" IN THE MORNING BEFORE LEAVING FOR WORK?

_____ 7. DO YOUR LUNCHES TAKE UP MORE THAN 60 - 80 MINUTES?

_____ 8. ARE YOU CHRONICALLY BEHIND SCHEDULE ON YOUR CHORES?

_____ 9. DO YOU DELEGATE LESS IMPORTANT ACTIVITIES, RESERVING ONLY THE IMPORTANT ONES FOR YOUR OWN ATTENTION?

_____ 10. DO YOU ACTIVELY SEEK SHORT CUTS AND NEW WAYS TO SAVE TIME IN YOUR DAILY ROUTINE?

"A DAY IN THE LIFE OF A SUPERMARKET MANAGER"

PRESENTING A BUSY DAY -- TYPICAL AND TRUE IN THE LIFE OF ONE TODD ROBERTS.

IT'S A BEAUTIFUL MORNING -- ONE OF THOSE "GREAT-TO-BE-ALIVE" DAYS. TODD IS RARIN' TO GO. HE HAS BIG PLANS. THIS IS THE DAY WHEN HE'S GOING TO CATCH UP ON ALL THAT PAPER WORK. HE'LL DO THAT SPECIAL REPORT FOR SURE TODAY. HIS INTENTIONS ARE THE BEST. BUT WHAT TODD IS OVERLOOKING IS THAT.. FEW DAYS GO AS PLANNED.

DID WE SAY SOMETHING ABOUT "THE BEST LAID PLANS?"

THAT'S BOB, ONE OF HIS ASSOCIATES. HE LOOKS FLUSTERED. SOMEBODY DISCONNECTED THE FROZEN FOOD CASE.

WHAT A START! WELL, TODD'S REAL COOL IN EMERGENCIES. HE'LL HANDLE THIS ONE ALL RIGHT. BUT WAIT THIS IS NOT THE ONLY EVENT INTERRUPTING TODD AT THE MOMENT.

HERE COMES A CUSTOMER ...... AND SHE GETS TOP PRIORITY.

MAY HE HELP HER! YOU SHOULD HEAR THAT WOMAN TALK.

SHE'S TELLING HIM ABOUT LOSING HER BRAND NEW HANDBAG. SHE HAD $48.25 IN IT WHEN SHE CAME INTO THE STORE.

THE TROUBLE ALL STARTED WHEN SHE STEPPED OVER TO GET A JAR OF THAT SPECIAL ON RASPBERRY PRESERVES. WHEN SHE GOT BACK TO THE CART, THE BAG WHICH SHE HAD LEFT IN THE SHOPPING CART WAS GONE.

NOW SHE WANTS TODD TO DO SOMETHING ABOUT IT AND QUICK.

TODD WILL. BUT SITUATIONS LIKE THIS HAVE A WAY OF TAKING TIME.

CUSTOMERS ARE WONDERFUL, BUT SO IS STORE PERSONNEL. AND, ABOUT NOW, ONE OF HIS ASSOCIATES WANTS HELP AND A BIT OF COMFORT. YOU SEE, THERE WAS A CRASH.

SOME KID TAKES A BOX OFF THE BOTTOM OF THE STACK.

SWEEP IT UP . . . OR BUILD IT UP? TODD HAS TO MAKE A DECISION. YOU SEE, TODD'S JUST HAD A PHONE CALL. SOME OF THE VISITING BRASS ARE ON THE WAY OUT TO SEE HIS STORE.

"THANKS FOR SHOWING US AROUND."

TODD IS PROUD OF THE ORGANIZATION. HE SHOWED THEM THE STORE FROM TOP TO BOTTOM -- STEERING THEM AWAY FROM THE SCENE OF THE ACCIDENT, OF COURSE.

AFTER THE GOOD-BYES, TODD HEADS BACK TO HIS OFFICE AND THAT SPECIAL REPORT. REMEMBER? TODD'S BEHIND SCHEDULE NOW. SOON HE'LL BE RUNNING TO CATCH UP.

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HE'S HARDLY STARTED WHEN HE HEARS TWO GIRLS ARGUING. WHAT'S IT ALL ABOUT? IT SEEMS THAT PAT IS TRYING TO TELL ANN HOW TO DO HER WORK. AND ANN DOESN'T LIKE IT ONE BIT.

ABOUT THIS POINT, TODD PROBABLY WISHES HE WERE RUNNING, ALL RIGHT . . . ONLY THE OTHER WAY. BUT THAT'S NOT REALLY OUR TODD, BECAUSE HERE HE COMES.

TODD HAS TO BE BOTH JUDGE AND JURY. IT'S NOT GOOD TO HAVE EMPLOYEES QUARRELING. TODD'LL DO HIS BEST TO GET THIS STRAIGHTENED OUT BY SEEING THAT THE TWO GIRLS GO OUT OF HIS OFFICE FRIENDS AGAIN.

THE DAY'S NOT STANDING STILL. LOOK AT THE CLOCK AND THEN AT THE PILE OF WORK THAT TODD STILL SEES ON HIS DESK.

AND JUST WHEN TODD THROUGHT HE HAD A SMOOTH-WORKING TEAM. KNOW OF ANYONE WHO'S LOOKING FOR A JOB IN A SUPERMARKET?

THAT'S TODD'S WIFE. SHE'S CALLING TO TELL HIM THAT THE BABY IS MISSING.

WHAT SHOULD SHE DO?

COULD ANYTHING ELSE POSSIBLE HAPPEN? OR IS TODD TEMPTING FATE?

WELL, I CAN SEE SOME OF YOU SAYING TO YOURSELVES: "THAT TODD ROBERTS HAS NOTHING ON ME. YOU SHOULD SEE SOME OF MY DAYS."

Plan Ahead

AN EXAMPLE OF THAT IS THE FARMER WHO SET OUT TO PLOW HIS "SOUTH FORTY" ONE SPRING MORNING. THAT WAS AN ESSENTIAL JOB. BUT LISTEN TO HOW HE WENT ABOUT DOING IT.

"HE STARTED EARLY TO FUEL HIS TRACTOR. THEN HE FOUND HE NEEDED MORE FUEL SO HE WENT TO THE BARN TO GET IT."

"ON THE WAY HE NOTICES THE PIGS HADN'T BEEN FED. THIS SENT HIM TO THE CORN CRIB, WHERE HE SAW SOME SACKS. THIS REMINDED HIM THAT THE POTATOES WERE SPROUTING. SO HE STARTED FOR THE POTATO PIT. AS HE PASSED THE WOOD PILE, HE REMEMBERED THAT HIS WIFE WANTED SOME WOOD FOR THE HOUSE. WHILE HE WAS PICKING UP SOME STICKS, HE SPOTTED A CHICKEN THAT WAS AILING. SO HE DROPPED THE WOOD AND WENT TO THE AID OF THE CHICKEN."

"WHEN NOON ARRIVED, THE TRACTOR WAS STILL IN THE BARN AND THE 'SOUTH FORTY' WAS STILL UNPLOWED."

POOR FARMER. HE WORKED HARD ALL MORNING AND YET HE DIDN'T ACCOMPLISH A SINGLE THING.

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HANDOUT #IV-4

I BELIEVE

"I BELIEVE IN THE GREATNESS OF THE INDIVIDUAL, AND THAT I AM IN THIS WORLD FOR A PURPOSE, THAT PURPOSE BEING TO PUT BACK INTO LIFE MORE THAN I HAVE TAKEN OUT.

I BELIEVE IN THE INTEGRITY OF OTHER PEOPLE, ASSURED THAT THEY TRY AS HARD TO FOLLOW THE GLEAM, EVEN AS I.

I BELIEVE IN THE GALLANTRY OF OLDER PEOPLE WHOSE SEASONED EXPERIENCE AND STEADIEST DEVOTION HAS PRESERVED FOR ME THE PRECIOUS HERITAGE OF THE PAST.

I BELIEVE IN THE MAGNIFICENCE OF THE PAST, KNOWING THAT WITHOUT ITS STORIED WEALTH I WOULD POSSESS NOTHING.

I BELIEVE IN THE CHALLENGE OF THE FUTURE, FULLY REALIZING THERE WILL BE NO FUTURE EXCEPT IT BECOMES ALIVE THROUGH ME.

I BELIEVE IN THE CONTAGION OF HEALTH, AND THAT I CAN SPREAD IT THROUGH CHEERFULNESS, WHOLESOME HABITS, SENSIBLE EXPENDITURE OF ENERGIES, AND WISE USE OF FOODS.

I BELIEVE IN THE NOBILITY OF WORK AS THE CREATIVE EXPRESSION OF THE BEST WITHIN ME, AND AS MY SHARE IN EASING THE COMMON LOAD OF ALL.

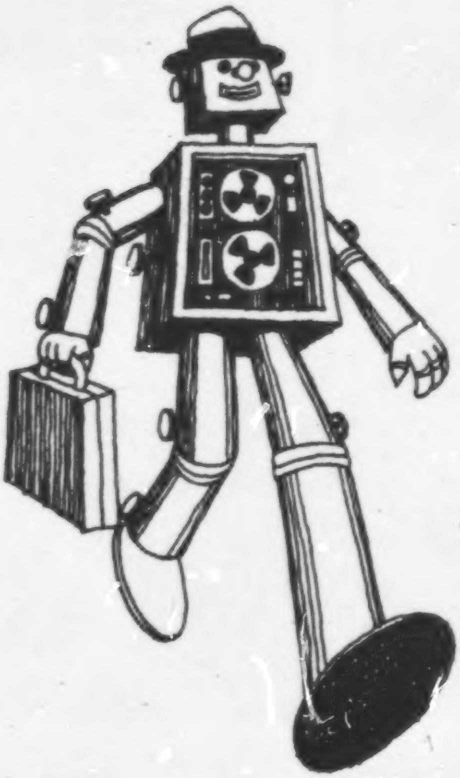
I BELIEVE IN THE ENRICHMENT OF PLAY AND LAUGHTER AS THE MEANS OF CLEANSING MY BODY OF STALENESS AND MY SOUL OF BITTERNESS.

I BELIEVE IN GOD, WHO JUSTIFIES ALL THESE BELIEFS; HE IS THE STILL SMALL VOICE WITHIN, EVER URGING ME TOWARD THE UNATTAINED. SINCE HE CARES FOR THESE THINGS, I BELIEVE THAT EVEN DEATH CANNOT STEAL THESE PRECIOUS POSSESSIONS FROM ME.

AND WHATEVER MORE I BELIEVE IS ENTWINED IN THOSE PRECIOUS FEELINGS THAT LIE TOO DEEP FOR WORDS."

ANONYMOUS

KNOWLEDGE
OF
THE JOB



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TRANSPARENCY #IV-2

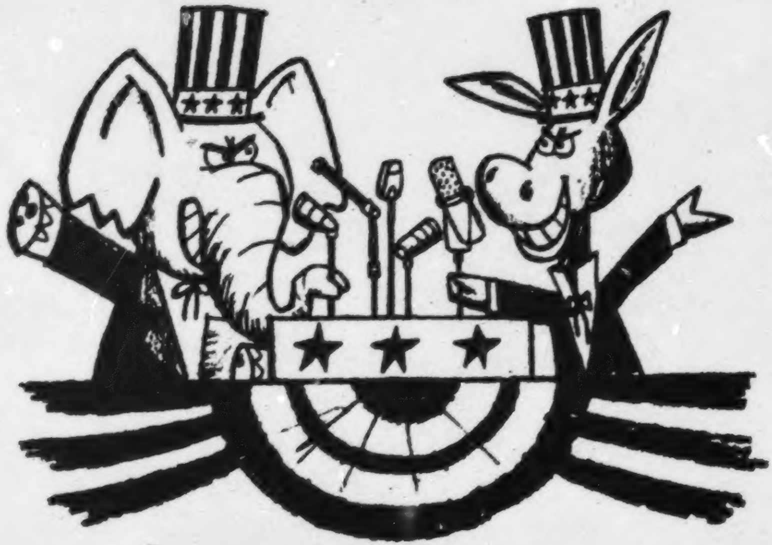
CREATIVE

ABILITY

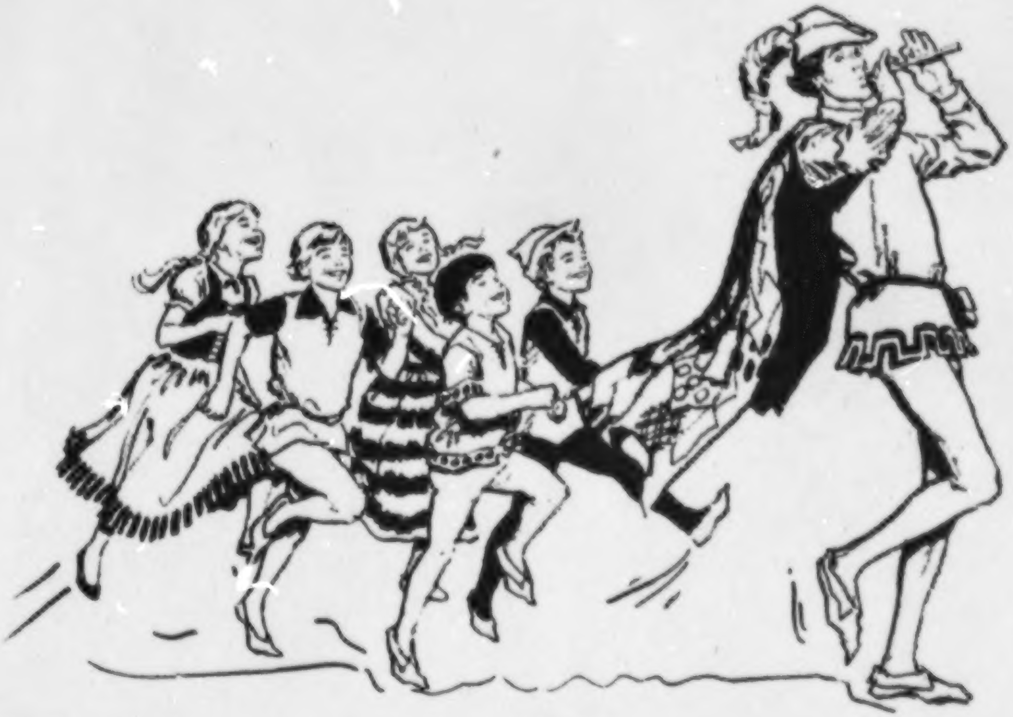
RANSPARENCY #IV-3

POSITIVE

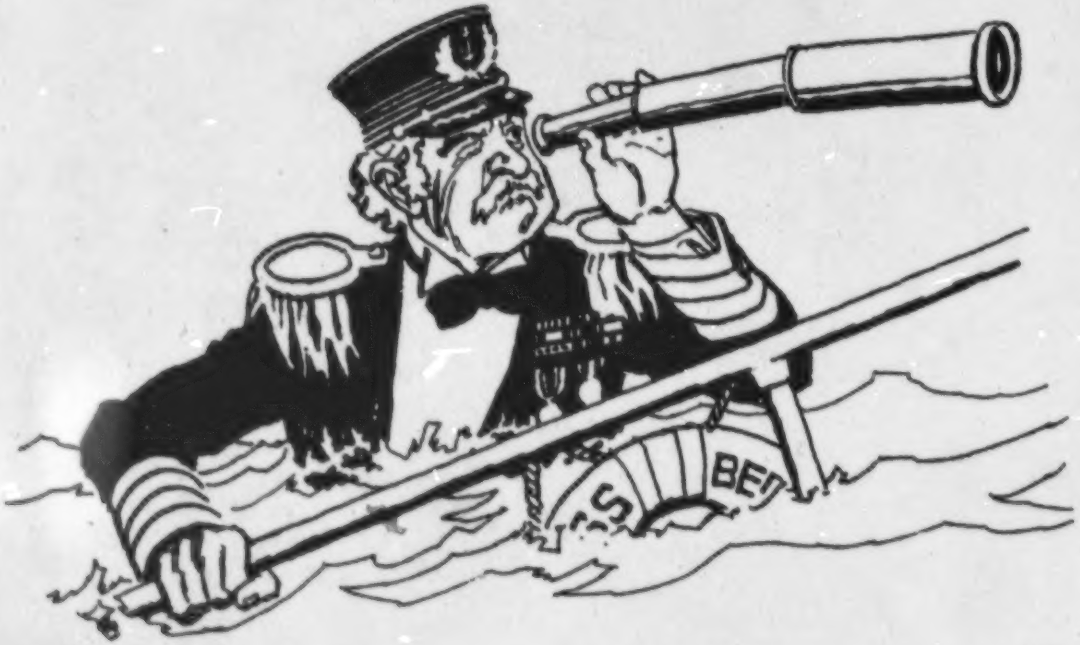
ATTITUDE



LEADERSHIP

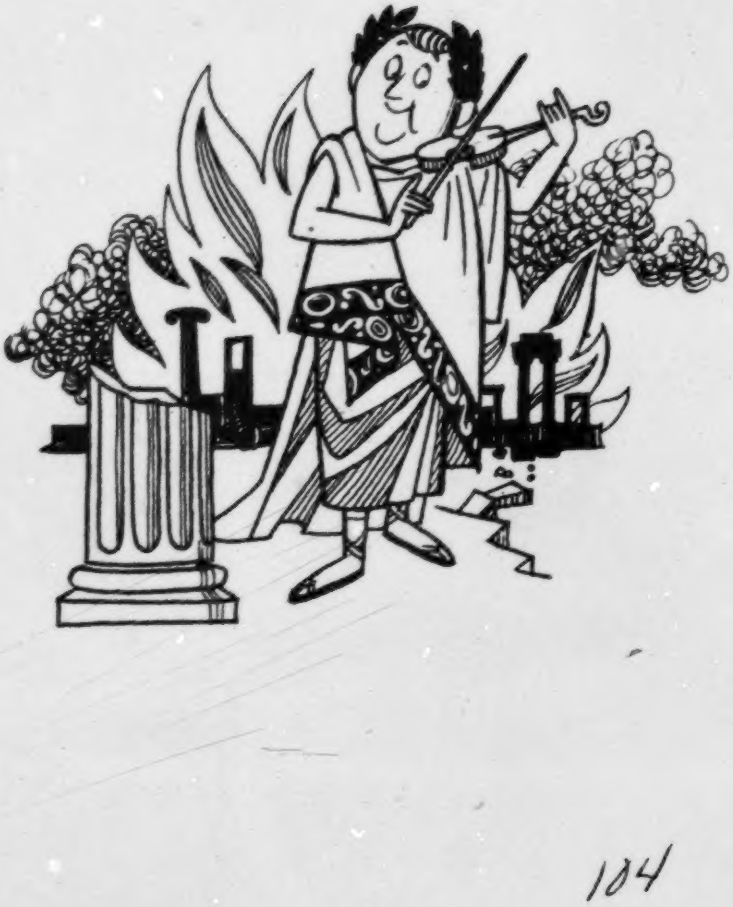


COURAGE



TRANSPARENCY #IV-6

CHARACTER



Questions to ask yourself when planning

1. WHAT REPORTS OR RECORDS ARE DUE NEXT WEEK?
2. WHAT REGULAR WEEKLY ACTIVITIES DO YOU HAVE TO GET DONE?
3. DO YOU HAVE ANY IMPORTANT ACTIVITIES PLANNED WITH ANY OF YOUR PEOPLE?
4. WHAT OTHER IMPORTANT ACTIVITIES DO YOU KNOW NOW THAT YOU MUST GET DONE IN THE WEEK AHEAD?

TRANSPARENCY #IV-8

How to develop plans

1. DO IT REGULARLY
2. DO FIRST THINGS FIRST
3. BE FLEXIBLE
4. WELCOME EVEN SMALL RESULTS
5. WRITE EM'DOWN
6. CHECK YOUR RESULTS

Tips On Saving Time .....

1. DO ONE JOB AT A TIME
2. DO IT NOW!
3. PLUG TIME LEAKS
4. DELEGATE SOME JOBS

SESSION 5

DELEGATION ALL THE WAY

Topical Outline	Suggestions for Instructors

I. A Delegator Must Be a Strong Leader

- A. Leadership is Based On:
  - 1. Faith
    - a. Just what does it mean to have faith in yourself?
      - (1) you believe your work is important
      - (2) you solve most of your problems
      - (3) you believe you can do your job well
      - (4) you enjoy your work
    - b. faith in your organization (how do you demonstrate faith in your organization? can you give any personal examples?)
      - (1) you believe the organization is tops
      - (2) you enter into its activities enthusiastically
      - (3) you don't talk critically about it to others in the organization
      - (4) you "sell" others on the organization
    - c. faith in your personnel (in what ways can you demonstrate faith in your employees?
      - (1) you back them up
      - (2) you give them encouragement
      - (3) you compliment them
      - (4) you train them
      - (5) you have time for their problems
      - (6) you help them advance

Topical Outline	Suggestions for Instructors
2. Confidence	
a. In your own knowledge confidence calls for a thorough knowledge of your job. You should have more knowledge of your business than any of your people. And you should be continually improving this knowledge.	
b. In your ability confidence means that you know how to plan and proceed in regard to your problems of operation. And where you don't know the answers, confidence in your ability means that you know how to go about getting the answers.	
c. In your performance confidence calls for the drive and determination to bring every project through to a good conclusion.	
3. Inspiration	
a. to give your people a pride of performance	
b. to set constantly higher standards	
c. to develop the will to do	
Putting these factors into action in your daily activity will help you increase your leadership ability -- help you grow and develop as a leader.	
And as you increase your leadership ability, you'll increase your management effectiveness. More and more of the success of management personnel is based on their ability to lead people to build an organization and have it function smoothly.	

Topical Outline	Suggestions for Instructors

To make the best use of time, stimulate leadership skill to be ready to meet your problems, to be able to capitalize on opportunities. You must continually work toward increasing your overall management abilities.

And you are doing it now . . . but perhaps an even sharper look at some of the ways to stimulate personal development will be of some help.

B. Have Your Own Self-Development Program

1. Analyze yourself -- know what you need to grow.

   In order to make progress you should set goals for yourself. Those should be both immediate and long range views of what you hope and want to accomplish.

   In setting your goals, make them challenging. Give yourself something to shoot for.

2. Decide how to increase your effectiveness.

   Are the goals you've set high enough to make you reach a little, but not so high that they are completely out of reach?

   Once you have chosen your goals, decide how you can reach them.

   For example, check into all the places that you can grow right in your work. See what opportunities are available.

   Learn on the job by doing and by observing others.

Topical Outline	Suggestions for Instructors
In addition to these informal means of learning you can increase your effectiveness through formal training. Training programs such as this give you much help in reaching your goals. Also you have the opportunity to increase your know-how and abilities through reading. Trade magazines, literature, and instructive books are all valuable means of getting knowledge. Do you know that if you spend 15 minutes a day on this type of reading, you will cover quite a lot of ground in a year's time. Fifteen minutes a day will will give you 87 1/2 hours a year of reading, or put it another way, almost eleven 8 hour days of valuable development time. And don't overlook learning through observation of others. You can make such observations more valuable to you if you will decide what you are going to look for and when. Then be sure to jot down your observations, so that you can crystallize them in your own thinking. 3. Set a schedule for your development Now let's concentrate for a minute on setting up a schedule for your own development. Once you have determined the course you should fol-	

Topical Outline	Suggestions for Instructors
low in any self-improvement program, keep after it. It's not always easy because there are many pressures on your time that will tempt you to set your program aside . . . just for a few days." For any program of this sort to be a success, you have to keep reminding yourself of your goals and their worth to you.	
II. Review of Delegation	
A. 12 Ways to Make Delegation Work 1. Understand delegation 2. Agree on your goals with the management 3. Know your subordinates 4. Develop written job descriptions 5. Agree on performance standards 6. Train employees carefully 7. Show interest in employees 8. Evaluate results 9. Retrain when necessary 10. Provide employee incentives 11. Understand individual differences 12. Specify areas where delegation will not work	Transparency #V-1, "12 Ways to Make Delegation Work"
B. Do You Delegate as Much as You Should? 1. Do you have to take work home almost every night? 2. Do you often have unfinished work piling up? 3. Do you have several long range projects postponed until you "get time?" 4. Do you feel it's a sign of weakness to need subordinates assistance to keep up with your work?	Handout #V-1, "Do You Delegate as Much as You Should?"

Topical Outline	Suggestions for Instructors
5. Do you believe that to really earn his salary, a manager has to be overworked?	
6. Do subordinates often interrupt you for help and advice?	
7. Do most of them feel they should bring problems to you rather than make decisions themselves?	
8. Is as much of your time spent on details as on planning and supervising?	
9. Do you reserve those details for yourself that you particularly enjoy, even though someone else could do them?	
10. Do you feel you must keep a close tab on details to have a job done right?	
11. Do you lack confidence in subordinates (i.e., are you afraid to risk giving them more responsibility?	
12. Are you a perfectionist about details that do not affect the final outcome of a project?	
13. In delegating a job, do you often withhold full job information?	
14. After delegating a project, do you grow apprehensive and hover over the subordinate who's doing the job?	
15. Are your employees unprepared to take on more responsibilities -- either because of lack of training or self-confidence?	
"Yes" Answers Indicate the Need for More Delegating.	
C. Measure Your Ability as a Delegator	Handout #V-2, "Measure Your Ability as a Delegator"
Are unexpected emergencies constantly occuring in the operation you supervise?	

Topical Outline	Suggestions for Instructors
D. How to Win Friends When delegating to employees remember the importance of properly influencing others.	Handout #V-3, "Rules from 'How to Win Friends and Influence People'". Read and discuss.
III. Solving Your Delegating Problems	I'd like each of you to review your own most difficult problem in managing yourself. Pass back the card you received in the last session. Have each person solve their own problem with following formula. Give them 15 minutes. Six Steps in Problem-Solving Techniques: 1. Approach the problem positively. 2. Define it accurately. 3. Get all the facts. 4. Weigh and decide. 5. Take action. 6. Check the results. Your objective will be to: 1. Develop a solution. 2. Write the solution down. Are there any questions? After giving each person some time to solve his own problem, ask each participant to present his problem and suggested solution. Draw ideas from the group on the suggested solutions. The instructor should guide the group but allow the participant to be the leader. The rest of this session should be devoted to problem-solving. You will need to allow time for all participants rather than concentrating on only one problem.
IV. Course Wrap-Up	Pass out the course evaluation forms, Handout #V-4 and ask participants to fill out and pass in.
V. Closing Message	NOTE TO INSTRUCTOR: For an effective close, learn this presentation yourself or have

Topical Outline	Suggestions for Instructors
	an audio tape made.

A Confident, Optimistic Attitude

Knute Rockne referred to this confident, optimistic attitude as the one ingredient which, when added to average ability, makes men unbeatable.

Your ability to be a leader depends solely on yourself. It's as good, as effective, as you make it.

Believe that you can increase the effectiveness of your leadership -- and you can.

Believe that you can be successful in all parts of your work and chances are you will be.

Know the job can be done and that you can do it. With such a positive attitude you accelerate your problem-solving ability and increase your skills.

The first step you must take in gaining this confident, optimistic attitude is to . . .

Believe in Yourself

Have confidence in your ability to do the job. Your progress up to now is ample evidence that you have what it takes to be successful.

If you feel that the challenges of tomorrow are getting bigger -- you're right. But you've met and licked challenges all along the way. And you would not have reached your present position if you had not been capable of meeting the challenges of your job. So always . . . Believe in Yourself. And . . .

Expect Success

Make your confident, positive attitude pay big dividends by expecting success in whatever you tackle.

You're part of a winning team. Your past efforts have contributed to the success of your company or organization and your own personal success.

Then hold fast to your belief in your ability.

Make It a Habit to Believe in Yourself

It's a mark of leadership to maintain the habit of being a confident, optimistic person at all times. Never spend time in doubting yourself. Negative thinking of this type does neither you nor anyone else any good.

You have to approach all problems with a positive attitude in order to solve them.

And you also have to . . .

Use All Your Abilities

We all have within us tremendous unused capacities and abilities. The psychologist William James has said, "Compared to what we ought to be, we are only half awake. We are making use of only a small part of our physical and mental resources."

We have all had the experience of doing far more than we had thought possible. In times of stress and in emergencies when something must be done, we've come through and have been happy with the results.

It's a temptation when we face a problem to take a negative approach. We say, "It can't be done" or even worse, "It might be possible, but I can't do it."

Topical Outline	Suggestions for Instructors
On the other hand, when you take a positive approach to a problem, you open the door to those unused capacities and abilities. By knowing that a problem can be solved and that you can do it, you accelerate your problem-solving activity and increase your skills. Believing that you can achieve the goals that you've set for yourself is one of the marks of leadership and maturity. Success is easier to achieve when you believe in yourself. Problems are easier to solve when you approach them with the confidence that you can solve them. Of course the power of believing in yourself does not mean that you're going to get everything you want or think you want. Nor does it mean you can be ridiculously optimistic or unrealistic. Before undertaking any project, determine whether it's reasonably possible to perform and that it's worth performing. If you then come up with an affirmative answer, let your courage, confidence, and belief work naturally to help you accomplish the task. And always remember . . . It's Up to You The results you get depend on you. Little confidence in yourself yields little results. Medium confidence yields medium results. And great confidence will give you great results!	

Topical Outline	Suggestions for Instructors
"If you think you are beaten, you are. If you think you dare not, you don't. If you'd like to win, but think you can't, It's almost a cinch you won't. If you think you'll lose, you've lost, For out in the world we find Success begins with a fellow's will . . . It depends on the state of mind. If you think you're outclassed, you are, You've got to think high to rise. You've got to believe in yourself . . . Before you can win a prize. Life's battles don't always go To the stronger or faster man. But soon or late, the man who wins . . . Is the man who thinks he can . . . and tries.	Handout #V-5, "Think About This". Review with the group.
	Handout #V-6, "The Indispensable Man"
	Ask for questions.
	Thank the group.

DO YOU DELEGATE AS MUCH AS YOU SHOULD?

THERE'S NO EASY WAY TO DETERMINE HOW MUCH OF HIS WORK A SUPERVISOR SHOULD DELEGATE TO HIS SUBORDINATES. THE AMOUNT WILL VARY WITH THE JOB AND THE CAPABILITIES OF SUBORDINATES. BUT YOU CAN GET A ROUGH IDEA OF WHETHER YOU ARE DELEGATING ENOUGH -- AND PROPERLY -- BY ASKING YOURSELF THE FOLLOWING QUESTIONS?

DO YOU HAVE TO TAKE WORK HOME ALMOST EVERY NIGHT?

DO YOU OFTEN HAVE UNFINISHED WORK PILING UP?

DO YOU HAVE SEVERAL LONG RANGE PROJECTS POSTPONED UNTIL YOU "GET TIME?"

DO YOU FEEL IT'S A SIGN OF WEAKNESS TO NEED SUBORDINATES' ASSISTANCE TO KEEP UP WITH YOUR WORK?

DO YOU BELIEVE THAT TO REALLY EARN HIS SALARY A MANAGER HAS TO BE OVERWORKED?

DO SUBORDINATES OFTEN INTERRUPT YOU FOR HELP AND ADVICE?

DO MOST OF THEM FEEL THEY SHOULD BRING PROBLEMS TO YOU RATHER THAN MAKE DECISIONS THEMSELVES?

DO YOU SPEND PART OF YOUR WORKING DAY DOING THINGS FOR OTHERS THEY COULD DO THEMSELVES?

IS AS MUCH OF YOUR TIME SPENT ON DETAILS AS ON PLANNING AND SUPERVISING?

DO YOU RESERVE THOSE DETAILS FOR YOURSELF THAT YOU PARTICULARLY ENJOY, EVEN THOUGH SOMEONE ELSE COULD DO THEM?

DO YOU FEEL YOU MUST KEEP A CLOSE TAB ON DETAILS TO HAVE A JOB DONE RIGHT?

DO YOU LACK CONFIDENCE IN SUBORDINATES (I.E., ARE YOU AFRAID TO RISK GIVING THEM MORE RESPONSIBILITY?)

ARE YOU A PERFECTIONIST ABOUT DETAILS THAT DO NOT AFFECT THE FINAL OUTCOME OF A PROJECT?

IN DELEGATING A JOB, DO YOU OFTEN WITHHOLD FULL JOB INFORMATION?

AFTER DELEGATING A PROJECT, DO YOU GROW APPREHENSIVE AND HOVER OVER THE SUBORDINATE WHO'S DOING THE JOB?

ARE YOUR EMPLOYEES UNPREPARED TO TAKE ON MORE RESPONSIBILITIES -- EITHER BECAUSE OF LACK OF TRAINING OR SELF-CONFIDENCE?

"YES" ANSWERS INDICATE THE NEED FOR MORE DELEGATING.

HANDOUT #V-2

MEASURE YOUR ABILITY AS A DELEGATOR

YOU CAN CHECK YOUR SKILL IN DELEGATION SIMPLY BY STUDYING THE OPERATIONS OF YOUR DEPARTMENT AND THEN ANSWERING THE FOLLOWING QUESTIONS. IF YOU SAY "NO" TO NINE OF THEM, YOU HAVE TRAINED A COMPETITIVE WORKING TEAM THAT ACCEPTS ITS RESPONSIBILITIES -- IS THRIVING ON THEM. BUT IF YOU MUST HONESTLY ANSWER "YES" TO THREE OR MORE OF THE FOLLOWING QUESTIONS, IT'S TIME TO REAPPRAISE YOUR SUPERVISORY METHODS. BETTER TRAINING, BETTER COMMUNICATIONS, BETTER INDIVIDUAL COACHING OF SUBORDINATES MAY HELP YOU SOLVE YOUR DELEGATION PROBLEM.

1. ARE UNEXPECTED EMERGENCIES CONSTANTLY OCCURING IN THE OPERATION YOU SUPERVISE? YES NO
2. DO YOU FIND YOU ARE SO PRESSED FOR TIME TO GET THE DAILY JOB DONE THAT YOU HAVE NO TIME TO PLAN? YES NO
3. IS THERE A GREAT DEAL OF FRICTION OF DISSATISFACTION AMONG THE MEMBERS OF YOUR WORK GROUP? YES NO
4. ARE YOU ALWAYS BOGGED DOWN IN DETAIL? YES NO
5. DO SIMPLE JOBS TAKE FOREVER TO GET DONE? YES NO
6. DO OPERATIONS SLOW DOWN OR HALT WHEN YOU ARE AWAY FROM THE JOB? YES NO
7. DO YOU COMPLAIN OR CRITICIZE OTHERS WHEN THE WORK OF YOUR GROUP DOESN'T GO AS YOU HAD PLANNED? YES NO
8. DO SUBORDINATES OR EMPLOYEES ALWAYS WAIT FOR YOU TO GIVE THE SIGN BEFORE THEY BEGIN A JOB? YES NO
9. HAVE SUBORDINATES STOPPED COMING TO YOU TO GET YOUR REACTION TO THEIR IDEAS? YES NO
10. ARE YOUR EMPLOYEES POKER FACED, DISPLAYING LITTLE OR NO HUMOR OR SPONTANEITY IN THEIR WORK? YES NO

RULES FROM
"HOW TO WIN FRIENDS AND INFLUENCE PEOPLE"

FUNDAMENTAL TECHNIQUES IN HANDLING PEOPLE

1. DON'T CRITICIZE, CONDEMN OR COMPLAIN.
2. GIVE HONEST, SINCERE APPRECIATION.
3. AROUSE IN THE OTHER PERSON AN EAGER WANT.
4. BECOME GENUINELY INTERESTED IN OTHER PEOPLE.
5. SMILE.
6. REMEMBER THAT A MAN'S NAME IS TO HIM THE SWEETEST AND MOST IMPORTANT SOUND IN ANY LANGUAGE.
7. BE A GOOD LISTENER. ENCOURAGE OTHERS TO TALK ABOUT THEMSELVES.
8. TALK IN TERMS OF THE OTHER MAN'S INTERESTS.
9. MAKE THE OTHER PERSON FEEL IMPORTANT AND DO IT SINCERELY.
10. THE ONLY WAY TO GET THE BEST OF AN ARGUMENT IS TO AVOID IT.
11. SHOW RESPECT FOR THE OTHER MAN'S OPINION. NEVER TELL A MAN HE IS WRONG.
12. IF YOU ARE WRONG, ADMIT IT QUICKLY AND EMPHATICALLY.
13. BEGIN IN A FRIENDLY WAY.
4. GET THE OTHER PERSON SAYING, "YES, YES" IMMEDIATELY.
15. LET THE OTHER MAN DO A GREAT DEAL OF THE TALKING.
16. LET THE OTHER MAN FEEL THAT THE IDEA IS HIS.
17. TRY HONESTLY TO SEE THINGS FROM THE OTHER PERSON'S POINT OF VIEW.
18. BE SYMPATHETIC WITH THE OTHER PERSON'S IDEAS AND DESIRES.
19. APPEAL TO THE NOBLER MOTIVES.
20. DRAMATIZE YOUR IDEAS.
21. THROW DOWN A CHALLENGE.

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ADULT STUDENT EVALUATION

AS A FOLLOW UP TO THE MANAGEMENT PROGRAM WHICH HAS BEEN COMPLETED, WE ARE DESIROUS OF GETTING YOUR EVALUATION. THEREFORE, WE WILL GREATLY APPRECIATE YOUR CONSIDERATION IN PROVIDING THE INFORMATION REQUESTED BELOW:

1. HOW SATISFACTORY WAS THE COURSE?

EXCELLENT ____ GOOD ____ FAIR ____ UNSATISFACTORY ____

2. HAVE YOU BEEN ABLE TO APPLY THE INFORMATION IN YOUR BUSINESS?

YES ____ NO ____

COMMENTS ______________________________

____

3. WHAT PART OF THE COURSE WAS MOST HELPFUL TO YOU? WHY ? ______________

____

4. WHAT PART OF THE COURSE WAS LEAST HELPFUL TO YOU? WHY? ______________

____

5. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE COURSE? ______________

____

____

____

6. WHAT OTHER COURSES WOULD YOU LIKE TO SEE OFFERED IN THE FUTURE? ______________

____

____

____

7. OTHER COMMENTS:

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THINK ABOUT THIS?

"IF YOU THINK YOU ARE BEATEN, YOU ARE.
IF YOU THINK YOU DARE NOT, YOU DON'T.
IF YOU'D LIKE TO WIN, BUT THINK YOU CAN'T,
IT'S ALMOST A CINCH YOU WON'T.

IF YOU THINK YOU'LL LOSE, YOU'VE LOST,
FOR OUT IN THE WORLD WE FIND
SUCCESS BEGINS WITH A FELLOW'S WILL . . .
IT DEPENDS ON THE STATE OF MIND.

IF YOU THINK YOU'RE OUTCLASSED, YOU ARE,
YOU'VE GOT TO THINK HIGH TO RISE.
YOU'VE GOT TO BELIEVE IN YOURSELF . . .
BEFORE YOU CAN WIN A PRIZE.

LIFE'S BATTLES DON'T ALWAYS GO
TO THE STRONGER OR FASTER MAN.
BUT SOON OR LATE, THE MAN WHO WINS . . .
IS THE MAN WHO THINKS HE CAN . . . AND TRIES.

THE INDISPENSABLE MAN

SOMETIME WHEN YOU'RE FEELING IMPORTANT,
SOMETIME WHEN YOUR EGO'S IN BLOOM,
SOMETIME WHEN YOU TAKE IT FOR GRANTED,
YOU'RE THE BEST QUALIFIED IN THE ROOM.

SOMETIME WHEN YOU FEEL THAT YOUR GOING
WOULD LEAVE AN UNFILLABLE HOLE,
JUST FOLLOW THIS SIMPLE INSTRUCTION
AND SEE HOW IT HUMBLES YOUR SOUL.

TAKE A BUCKET AND FILL IT WITH WATER,
PUT YOUR HAND IN IT, UP TO YOUR WRIST;
PULL IT OUT, AND THE HOLE THAT'S REMAINING,
IS A MEASURE OF HOW YOU'LL BE MISSED.

YOU MAY SPLASH ALL YOU PLEASE WHEN YOU ENTER,
YOU CAN STIR UP THE WATER GALORE;
BUT STOP, AND YOU'LL FIND IN A MINUTE,
THAT IT LOOKS JUST THE SAME AS BEFORE.

THE MORAL IN THIS QUAINT EXAMPLE,
IS TO DO JUST THE BEST THAT YOU CAN.
BE PROUD OF YOURSELF, BUT REMEMBER,
THERE IS NO INDISPENSABLE MAN.

ANONYMOUS

TRANSPARENCY #V-1

12 ways to make delegation work

1. UNDERSTAND DELEGATION
2. AGREE ON YOUR GOALS WITH MANAGEMENT
3. KNOW YOUR SUBORDINATES
4. DEVELOP WRITTEN JOB DESCRIPTIONS
5. AGREE ON PERFORMANCE STANDARDS
6. TRAIN EMPLOYEES CAREFULLY
7. SHOW INTEREST IN EMPLOYEES
8. EVALUATE RESULTS
9. RETRAIN WHEN NECESSARY
10. PROVIDE EMPLOYEE INCENTIVES
11. UNDERSTAND INDIVIDUAL DIFFERENCES
12. SPECIFY AREAS WHERE DELEGATION WILL NOT WORK

FILMS

BREAKING THE DELEGATION BARRIER
30 minutes b.w./color

Going beyond the theory of delegation, the film highlights most supervisor's problems in giving up responsibility and authority to subordinates. It shows by example the concepts of working through people and the importance of developing subordinates. It presents an understanding of delegation and its importance in increasing efficiency and promoting personal growth at all levels in the organization.

Three situations are shown using the areas of purchasing, design and budgets. Three main barriers to delegation are detailed: fear of mistakes by subordinates and repercussions, fear of loss of authority, and the reluctance to delegate favored tasks. In all cases, the problems and anxieties are overcome, benefiting the company, the supervisors, and their staff.

Roundtable Films
113 North San Vincente Boulevard
Beverly Hills, California

University of Arizona -- $6.00
Bureau of Audiovisual Services
University of Arizona
Tucson, Arizona 85721

DELEGATING WORK 05722
1959 9 minutes b.w.

Poses the problem of a supervisor's failure to delegate work and the serious effect on his efficiency and personal well being.

University of Arizona -- $2.00
Bureau of Audiovisual Services
University of Arizona
Tucson, Arizona 85721

THE MAKING OF A DECISION
32 minutes b.w.

An open-end film about the decision-making process. Trains one to follow logical steps in the decision-making process. Discusses importance of personal insight.

University of Arizona -- $6.00
Bureau of Audiovisual Services
University of Arizona
Tucson, Arizona 85721

MAN THE MANAGER
14 minutes color

Examines the nature of management in a changing world.

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National Retail Merchants Association Films
Personnel Group
National Retail Merchants Association
100 West 31st Street
New York, New York 10001

MANAGER WANTED
28 minutes b.w.

The film brings into sharp focus questions which affect the career of every manager. Why do men of real ability often fail to make the grade as managers? How does a man come to "feel" like a manager or even want to become one? How much responsibility does a man have for the development of his replacement? These are a few of the points raised by the film.

The story develops around a situation which occurs when a junior executive feels he is not ready to take over a more senior position. The executive responsible for his training has not allowed him to develop his own judgment and decision-making ability. As the reasons for this are analyzed it is shown that management must be prepared to create the right atmosphere and must accept responsibility for the development of subordinates as well as setting them an example. They must be given the opportunities to work through problems on their own and, as experience is gained, their decisions, provided they are sound, should be readily accepted in order to create confidence.

Roundtable Films
113 North San Vincente Boulevard
Beverly Hills, California

MANAGERIAL GRID 6020
1963 35 minutes b.w.

Presents managerial grid technique as a way of evaluating various approaches to management "concern for people vs. concern for production." Discusses degree of commitment, creativity and conflict that occur with different types of management concerns.

University of California -- $11.00
University of California Extension Media Center
2223 Fulton Street
Berkeley, California 94720

THE EYE OF THE BEHOLDER

Pitfalls to avoid when observing others: In the field of human relations, when observing others, we should be aware of the following:

1. Snap Judgment -- The tendency to form first impressions of others. We should strive toward the objective approach and obtain further information before we praise, condemn, or draw a final conclusion characterizing someone. "Remember" how the waiter unjustly characterized Michael Gerard as a ladies' man by first impression only?

2. Projection -- The tendency to attribute to others some of our own motives and faults. If one tends to be slow, awkward, lazy, etc., he should make sure that he is not projecting his faults to others. "Remember" how the cabbie accused Michael Gerard of being a hood and then showed his gun and said, "Don't I know a hood when I see one?"

3. Prejudice -- A preconceived judgment caused by past experience or teachings, often based on insufficient knowledge. People, situations, and issues should be evaluated on the basis of their merits with an open mind. "Remember" all artists are not peculiar, as Kopplemeyer, the landlord, states.

4. Predisposition -- A tendency to draw conclusions before the facts are presented; to hear what we want to hear, to see what we want to see. Frequently, in decision-making, we put the cart before the horse -- we make our minds up, then look for evidence to support our position. "Remember" the cleaning woman accused Michael Gerard of being a murderer because she wanted to find something wrong with him.

5. Preoccupation -- The state of having the mind so busy with other thoughts that it pays no attention to what is going on or what is being said. Good listening and attention to the feeling of others are invaluable tools in human relationships. "Remember" how Michael's mother was so determined to get him to eat his breakfast that she did not hear a word he said?

6. Lack or appreciation for other people's dreams and ideas -- It is well to realize that other people have their dreams and ideas. If this is not recognized, it is impossible to understand each other, and a sympathetic "meeting of the minds" will not take place. It will also be difficult to lead, control, or counsel them if no attention is paid to these factors. "Remember" what Michael thought of the model when she paid no attention to his idea and dream of a "Modern Day Madonna?"

Stuart Reynolds Productions
9465 Wilshire Boulevard
Suite 411
Beverly Hills, California 90212

THE HABIT OF WINNING
30 minutes color

The habit of winning was so deeply ingrained in the Green Bay Packers championship teams of the 1960s that most of the players, now retired from football, have retained the "winning" philosophy and have become winners in their careers.

Jerry Kramer, a star offensive guard from the old Packers, interviews select teammates from the Packer winning teams. He attempts to discover what is responsible for their success in the business world. All credit the Lombardi "winner" philosphy for their success.

> Paul Hornung, star offensive runner, kicker, and pass receiver, recently left a sales executive business in Chicago to return to his home town, Louisville, Kentucky, where he is now a shrewd investor, primarily in real estate. He credits the Lombardi "winning" philosophy with the development of his ego, his desire to achieve the "winner" label and never to be stuck with the label of "loser." Important to winning is also sound preparation and consistency in performance.
>
> Willy Davis, now a successful beer distributor in Los Angeles, will settle only

for first. If knocked to his knees, he will try again to win. The key word in his success is consistency, a trait cultivated by Coach Lombardi.

Henry Jordan, five times All-Pro defensive tackle, is Executive Director of the Milwaukee Summerfest. The year before he assumed the position, the Summerfest lost thousands of dollars; under his leadership it has become a financial success enthusiastically supported by the city. According to him, a successful salesman will not take "no" for an answer. He advises giving more to your work than you are asked for. The key word is "desire" a Lombardi-inspired concept.

Jim Taylor, famous All-Pro fullback, is in the construction business in Baton Rouge, Louisiana. He stresses the need for a well-defined goal; that determination, pride, and hard work will pave the way to the goal of a winner.

Fred Thurston, offensive guard, and Max McGee, offensive end, are co-owners of a string of nine restaurants named Left Guard. Both stress their need to be in the "winner's" rather than the "loser's" circle. Convinced that winning is a long term objective, they have translated the old Packer "winners" theme into reality through the success of their businesses. They, along with the other old Packers, took from Lombardi and the football field into their own business ventures.

Small Business Administration
Washington, D.C.
OR
Jerry Kramer Film Production

MOTIVATION AND PRODUCTIVITY
30 minutes color

1. In managing people, management makes too many decisions, requires too many orders to be followed.

2. While many are motivated, many are not motivated productively.

3. Boredom on the job is not usually the result of lack of desire, but the result of lack of opportunity.

4. Studies often contradict "old fashioned" ideas; but studies indicate that motivation is not reward or punishment, but directly connected with workers' ideas, feelings, and attitudes.

5. All of us go through life following our own mental road map:
   a. some believe they can influence the course of the map
   b. others have a rigid schedule, which they believe they cannot change, and thus one which they must live with.

6. If environment is changed, then maybe the individual may change.
CASE: The work-restricting group, a clique group desiring to keep production down.
CASE SOLUTION: Get to the leader and attempt to cope with his cynicism.

7. Don't assume that wages and salaries are sufficient to make people forget other important things; money is not the be-all and the end-all in the worker's life.

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The Right Way to Motivate:

1. Stretching -- give the worker more challenge than he thinks he is capable of handling; don't underestimate the capability of workers.

2. Objectives -- don't prescribe the worker's job; tell him the goals you aspire to, and leave the methods and techniques up to him.

3. Participation -- don't must "give the worker the feeling" that he is participating; be willing to be influenced by the ideas of workers.

Bureau of National Affairs Communications, Incorporated
5615 Fishers Lane
Rockville, Maryland 20852

THE REAL SECURITY
25 minutes color

This film consists of a 25 minute illustrated speech by Mr. Joseph Powell, business consultant and well-known speaker.

His major theme is that the real security lies not in clinging to past and old ways of doing things, but in acquiring adequate adaptability to the very rapidly changing world.

This theme is developed by argument, example, maxim, authority, and effective use of visual aids.

1. The dinosaur was a very powerful animal, but became extinct because of inability to adapt to changed environment.

2. Change was gradual for many thousands of years:
    a. Solomon and George Washington were 3,000 years apart in time, yet their life styles varied by little, and were essentially the same.
    b. After the discovery of the lever, it took ten or twenty thousand years to invent the wheel.
    c. Horses were in use for thousands of years before the harness was invented.
    d. After thousands of years the "oat" barrier was broken -- the steam locomotive replaced the horse.

3. Resistance to change has always been great -- it seems easier to most of us to "do things the way they have always been done" and to "think the way we have always thought." Even learned scientists are guilty of resisting change and looking backward. Space travel was called impossible by them; the possibility that man could fly was discounted by aeuronautical engineers two months before the Wright brothers made their first flight (they didn't know it couldn't be done!).

4. "Necessity is the mother of invention" is hogwash; if this were true, bulldozers would have been invented to help build the pyramids, and invention would be most prevalent in the backward and emerging nations.

5. The real mother of invention is dissatisfaction with what is being done now and the way it is being done.

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The business world needs: (1) more dissatisfied employees, and (2) a climate conducive to creative thinking to solve ever new problems in a constantly changing world. This is the real security.

Bureau of National Affairs Communications, Incorporated
5615 Fishers Lane
Rockville, Maryland 20852

GETTING AHEAD: THE ROAD TO SELF DEVELOPMENT
30 minutes color

The problem of why some persons get ahead and others stay at the same level is explored by filmed testimonials from successful executives and business leaders. Their advice on how to get ahead!

1. Often one must change his attitude toward himself. Some had undervalued themselves in early days, feeling that others were smarter, better educated, or more competent than they. Others overvalued themselves and thus felt that the world owed them a living. Nearly all subjected themselves to re-evaluation of their self-image.

2. Self re-evaluation fosters the setting of new goals.
   a. most set long goals -- five or ten years hence.
   b. all recommended the establishment of short-term (weekly or monthly) goals.

3. Do an honest self-appraisal of strengths and weaknesses.

4. Welcome all constructive and objective criticism from others.

5. Get as much education as needed, regardless of the sacrifice.

6. Do your job as well as you possibly can; dedication will be rewarded by promotion.

7. Develop concern for others.
   a. everyone makes mistakes; the important thing is to learn from them.
   b. develop empathy (the ability to put yourself in the other person's shoes).
   c. develop the ability to listen to others (most people would rather talk than listen).

8. Getting ahead often means considerable sacrifice and work but all felt that job satisfaction was the major reward.

Roundtable Films
113 North San Vincente Boulevard
Beverly Hills, California

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MOTIVATION THROUGH JOB ENRICHMENT
30 minutes color

Dr. Frederick Herzberg, of Case Western Reserve University's psychology department, examines motivation by use of the interview and the dramatic skit. Motivation is defined and differentiated from job dissatisfaction. Suggestions for motivation through job enrichment are offered. Summary of Dr. Herzberg's analysis of motivation:

The causes for job dissatisfaction are not the same as the causes for poor motivation.

Characteristics of Job Dissatisfaction

1. poor job environment
2. company policies
3. the supervisor
4. inadequate salary and insufficient security (like hunger, which can be only temporarily satisfied, money-needs tend to recur)

Characteristics of Job Satisfaction

1. happy work
2. work interesting
3. work receives recognition
4. provides increasing responsibility
5. opportunity for professional growth and advancement
6. opportunity to develop new ideas

Providing Motivation Through Job Enrichment

1. make the job richer, not bigger, nor more time consuming
2. make the job interesting so that the employee will get a sense of achievement
3. a motivating job leads to good morale; conversely, a non-motivating job leads to low morale
4. money, in itself, is important but is not a strong motivator
5. more important than working conditions and adequate compensation as motivators, is sufficient job satisfaction so that the employee wants to give maximum performance

Bureau of National Affairs Communications, Incorporated
5615 Fishers Lane
Rockville, Maryland 20852

A RESUME OF VINCE LOMBARDI'S FIVE RULES FOR SUCCESS

Mental Toughness if Essential to Success

1. Success in anything in the world is at least 75 percent mental. Mental toughness is perfectly disciplined will. You discipline your will by refusing to give in to yourself. Mental toughness is a state of mind; one that refuses to admit defeat. It is character in action -- it builds confidence.

Control the Ball

2. As a salesman, the only way that you can be sure of making every pertinent sales point is to control the sales presentation. A salesman recognizes each customer as a unique personality and he has a suitable sales approach to fit. If one doesn't work, he doesn't hestitiate to try something different. Confidence is contagious; it will develop into pride.

Fatigue Makes Cowards of Us All

3. When you're tired physically, you have to be tired mentally too. You lack drive and aggressiveness. To the dedicated salesman, "Fatigue makes cowards of us all" means more than a suggestion to follow in regular exercises. It means proper diet and enough sleep to restore your body to peak efficiency.

Operate on Lombardi

4. Be fifteen minutes early for your every appointment. Time spent for a call-back when one call should have done the job, time spent on a solicitation for which you're unprepared, time spent sitting and waiting, doing nothing, isn't LOMBARDI TIME.

Make That Second Effort

5. Every salesman must have the will to win. A good salesman makes a total commitment to his company, his product, and himself. Second effort becomes an integral part of his character, a part that pays off. The success and pride these five rules can bring to the man who follows them are well worth the effort -- yes, even second effort.

Dartnell Corporation
4660 Ravenswood Avenue
Chicago, Illinois 60640

THE SELF MOTIVATED ACHIEVER

30 minutes color

The achiever who is self-motivated is examined through a skit which is analyzed by Professor McClelland of Harvard, who then proceeds to dissect the anatomy of the self-motivated achiever.

The skit presents a manager who sets very high goals, an employee named Al, who is somewhat anti-social, resents direction, and seems to get his motivation from within, and Larry, another employee, who seems to need more external motivation.

Professor McClelland makes the following points:

1. Achievers set up their own goals and then try to reach them.

2. In the ring-toss game, achievers figure the angles for best results, choosing the maximum efficiency distance from which to toss. Less highly motivated individuals are likely to stand where they are told to stand.

3. Achievers gravitate towards sales and entrepreneur positions, where immediate feedback indicates degree of success, rather than to teaching positions, for

example, which provide, in most cases, only vague feedback.

4. Self-motivated achievers learn early in childhood, from parents and from experimentation. Parents have much to do with their development by setting realistic goals.

5. In the case of the employees in the skit, Al should be left alone, while Larry needs encouragement, but should not be overmanaged or guided. When a new sales manager is needed, the professor concludes that Al doesn't understand people well enough for the job, although he excels as salesman. But good salesmen are not necessarily the best sales managers, just as the best coaches are not always the best players.

6. Money as a motivator is discussed; it serves two purposes in the case of the achiever (a) as concrete feedback of success of lack of it, and (b) a means to an end. For many businessmen, money is not the chief motivator; money is more a symbol; the real thing is the game. For the low achiever, money may be the greatest incentive.

7. Should we try to make more people achievement motivated? Probably not all, the professor concludes; for some positions other qualities are more often needed. Achievement is critical for some jobs, but not for all jobs.

Bureau of National Affairs Communications, Incorporated
5615 Fishers Lane
Rockville, Maryland 20852

THE SUPERVISOR AND EQUAL OPPORTUNITY
30 minutes color

The problem of how the supervisor can implement equal employment opportunity is examined by a panel of eight supervisors (seven men and one woman, six of whom are white Anglo-Saxons, one a chicano and one a black). The discussion is excellently conceived and executed. Although obviously carefully planned, the group achieves a rare degree of enthusiasm and spontaneity.

The Problem:

1. While most supervisors are not overtly racist, nearly all are unconsciously so. The male, white supervisor unconsciously tends to promote those in his image, thus excluding those who do not fit the image.

2. Equal opportunity employment does not undercut the merit system.

3. Lack of communication among individuals of different races leads to lack of understanding, suspicion, frustration, and resentment.

4. Women also suffer from conscious and unconscious stereo-typing by male supervisors. Male supervisory personnel generally think of women as capable of only clerk and secretarial work, rather than honestly evaluating their executive potential when hiring and promoting.

The Solution:

1. Supervisors must make an honest effort to recruit from minorities and women.

2. Minorities and women must be given every opportunity to improve skills and education.

3. Unconscious racism and ingrained feelings of male superiority must be openly and honestly faced when a supervisor does a self evaluation.

4. For the sake of society and prosperity, minorities and women must have equal opportunity in job placement and promotion.

Civil Service Commission DATA Films
Los Angeles, California 90026

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